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ABSTRACT

This curriculum guide is intended to provide students (with and without disabilities) in grades 3-6 with career awareness instruction integrated with instruction in personal and social skills, reading, writing, and mathematics. Introductory materials present the program's philosophy, including instructional goals, student performance goals, and the three phases of a career development program: career awareness, career orientation, and career exploration. Twelve career-related competencies are also specified. Different delivery models are explained, including: a Connections Club; a collaborative co-teaching model; and the small group/individualized instruction model. Additionally, benefits of the program for various groups are listed. The four units of the curriculum include: (1) "Me and My Shadows" with chapters titled "Getting To Know Me," "Coping Skills," and "Goal Setting and Time Management"; (2) "Here's How It's Done" with chapters titled "Career Awareness," "Communication," and "Exploring Community Partnerships"; (3) "Let's Get Literate" with chapters titled "Life Skills Reading," "Life Skills Writing," and "Life Skills Math"; and (4) "Teacher Tips." Each chapter includes many instructional materials suitable for reproduction as well as guidelines for teachers concerning when and how to use the materials. (DB)

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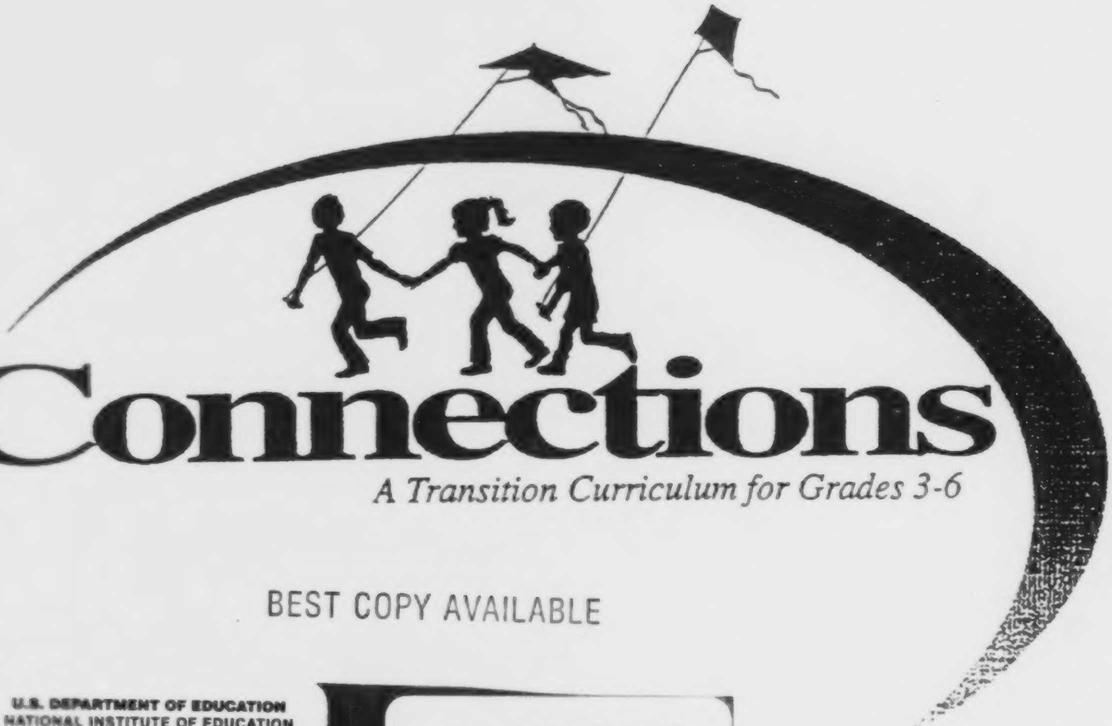

Connections

A Transition Curriculum for Grades 3-6

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To the many Denver Metro area and Jefferson County businesses who invited our students to visit, and came to our schools to tell us about the working world, we give our special thanks.

To the children who responded so eagerly to the lessons, activities, trips and speakers, we say thank you and "Well Done!" You are tomorrow's good employees.

Lynn Roberts
Ruth Robinson
Art Aspinall

INTRODUCTION

What is CONNECTIONS

The CONNECTIONS Curriculum provides elementary and middle school teachers with a set of innovative tools that promote contextual learning in the classroom.

This curriculum is designed for students that are in 3rd through 6th grade. CONNECTIONS is a practical and relevant instructional guide that was piloted by teachers in Jefferson County Public Schools. This Guide provides activities to assist students in reaching high academic standards and at the same time begin to develop a sense of their career interests and abilities.

The goals of CONNECTIONS are to:

- provide educators with relevant curriculum that supports the attainment of academic content standards
- assist students in understanding the relationship of academic instruction to the world outside of school
- provide opportunities for students to understand their strengths and interests
- expose students to a variety of careers
- help students learn positive work habits
- promote and enhance school, community and business relationships

The Connection with Academic Content Standards

These activities should be used in relationship to teaching the academic content standards adopted by your district. This directory cross-references the academic content standards in reading and writing; math; geography, history, economics, civics and art with the CONNECTIONS learning activities.

How to use CONNECTIONS

The CONNECTIONS Curriculum can be used in a variety of ways based on student needs and teacher preference. Several models are described below. Teachers should review the activities contained in this Guide to determine the most effective method of incorporation for their classroom. There are two components included in CONNECTIONS.

1. Classroom activities
2. Community experiences

The community experiences reinforce and expand the learning that is contained in the classroom activities. The community component is an integral part of assisting students in understanding why they have to learn academics. It also promotes positive relationships with the community and expands the students' career awareness. The community component should be carefully planned with the teacher, building administrator and parents.

Assistance with the coordination of community experiences may be needed. Para-professionals, parent/community volunteers can be used in this capacity.

Organization

The CONNECTIONS Guide is organized in chapters and the activities are cross-referenced with the academic content standards. The learning activities are organized in a unique way. A "cover sheet" provides information for the teacher as to how an activity or a group of activities may be used. If there are worksheets that accompany the lesson it will be indicated next to the activity title. Teachers are advised to examine each activity to determine the appropriateness in relationship to their curriculum. Educators are encouraged to adapt, change or rework any lessons contained in CONNECTIONS.

Models

There are several ways in which CONNECTIONS can be used. Educators should remember to use these activities as a way to teach academic content standards.

- Integrate activities from CONNECTIONS into lesson plans based on the academic content that is being taught

- Select a specific time each week to use activities from CONNECTIONS to reinforce the academic instruction and support career awareness

- Integrate CONNECTIONS into academic subject areas across the team/curriculum/school

- Ask parents, community member or employers to select and teach a classroom or community lesson as the guest "expert" (These experts can share the importance of learning academics and information regarding their career).

- Select CONNECTIONS activities to be used by substitute teachers
- Assign classroom or community lessons from this guide as homework to be completed by the student and a family member
- Use CONNECTIONS lessons for individual students as enhancement or to reinforce a concept

Benefits of CONNECTIONS

"The Connections program provides the framework for our Summer Student Intern Program. It is exactly what we need to help our interns learn the skills and attitudes necessary to be successful in a busy, international office."

-- The American Red Cross
Jefferson County Branch

"In using the Connections program my student gained an understanding of the relationship between what they were learning in school and the "world of work". Parents are very supportive."

-- Betty Atkins
Lumberg Elementary

"The Connections program is so practical because it meets the needs of those students who often fall through the cracks of education, and eventually drop out."

-- Paul
Teacher of special-needs students

"I learned that the study habits I am learning in school are even more important on the job . . . like being on time, finishing the job, working with a team, and always looking neat and clean."

-- Shanna
Student

"These activities are so much fun, it makes me want to learn more and more about different careers, and makes me wonder what I would really be good at."

-- Amy
Student

"I know now that even if I can't make it in professional football, I can do many jobs related to the N.F.L., and I will still get to work and be around the sport I love."

-- Jerome
Student

Philosophy

Connections is a practical and relevant instructional program developed and piloted in Jefferson County, Colorado. It was funded by the Colorado Department of Education, Office of Special Education, and is specifically designed for elementary aged students.

During elementary school, students begin to form their "work personalities" and develop important pre-vocational and affective skills. The purpose of the Connections program is to give young students early opportunities for community-work awareness. The program is designed to teach the necessary skills for successful transition to the workforce, ultimate independent living, and healthy adult adjustment.

By offering instructional activities in personal and social skills, reading, writing and mathematics, and beginning occupational skills, Connections provides the foundation for an appropriate education in career development which is practical and relevant for all students. The active, meaningful partnerships with parents, employers and the community fostered through the program allows Connections to interface education with work and thus promote students' functioning as independent citizens in our world.

The Instructional goals of the Connections program are:

1. to incorporate life management skills into the elementary school curriculum,
2. to expose elementary students to a variety of occupations,
3. to introduce and teach social skills for personal interaction,
4. to develop parent-school-community relationships.

Student performance goals addressed through Connections include:

1. initiating student understanding of the correlation between basic academic skills and on-the-job performance,
2. helping students recognize the multiple skills essential for future employment success,
3. developing social, academic and communication skills for the future job market,
4. developing community partnerships.

These goals reflect current values and practice in career development. We know the three major components of career education in the elementary school are thought to be:

I. Career Development, the development process of gaining awareness of why people work and the many occupations available, as well as an exploration of a variety of occupations to determine which careers might best meet an individual's abilities, interests and values.

II. Independent Living, the development of self-confidence and the acquisition of necessary skills to allow the individual as an adult to live independently without supervision.

III. Personal Management, possessing and demonstrating intra- and inter-personal skills that allow an individual to participate socially and cooperatively in school and society.

According to Sarkees and Scott (1996), a school-based career development program should reflect three phases:

Phase 1: Career Awareness, targeting primary school levels;
Phase 2: Career Orientation, targeting grades 7-8;
Phase 3: Career Exploration, for middle/junior/high school students.

Sarkees and Scott suggest:

Phase 1: Career Development – Career Awareness

Objectives:

1. develop basic skills
2. develop learner recognition of the personal and social significance of work
3. help each learner to become aware of himself/herself as an individual and as a group member
4. develop learner awareness of an array of occupations and career interests
5. improve overall learner performance by unifying and focusing basic subjects around a career development theme.

Tasks that should be accomplished include:

1. developing an awareness of self
2. acquiring a sense of control over one's life
3. identifying with workers
4. acquiring knowledge about workers
5. acquiring interpersonal skills
6. presenting oneself objectively
7. acquiring respect for other people and the work they do.

This is the stage where learners should begin to learn about themselves. They learn about their likes, dislikes, limitations, abilities, and needs. Occupational vocabulary should be introduced during this phase. For example, specific occupations (firefighter, librarian, doctor, teacher, pilot), occupational roles, (boss, worker, principal) and occupational instructions (e.g., call, open, turn, stop, clean, build) can be introduced.

Phase 2: Career Orientation

Objectives:

1. provide greater exposure to all levels of occupations
2. provide real life experiences through both field trips to business and industry and presentations by guest speakers
3. further develop basic skills.

Tasks that should be accomplished include:

1. developing a positive self concept
2. acquiring the discipline of work
3. identifying the concept of work as a valued institution
4. increasing knowledge about workers
5. increasing interpersonal skills
6. increasing ability to present oneself objectively.

Phase 3: Career Exploration

Objectives:

1. provide opportunities to explore the world of work with simulated and hands-on experiences
2. provide activities involving materials, tools, processes, and personal relationships consistent with career opportunities
3. assist individuals in establishing more realistic career goals to pursue in the career preparation phase
4. provide experiences that allow exploration of work values and personal values in relationship to specific jobs.

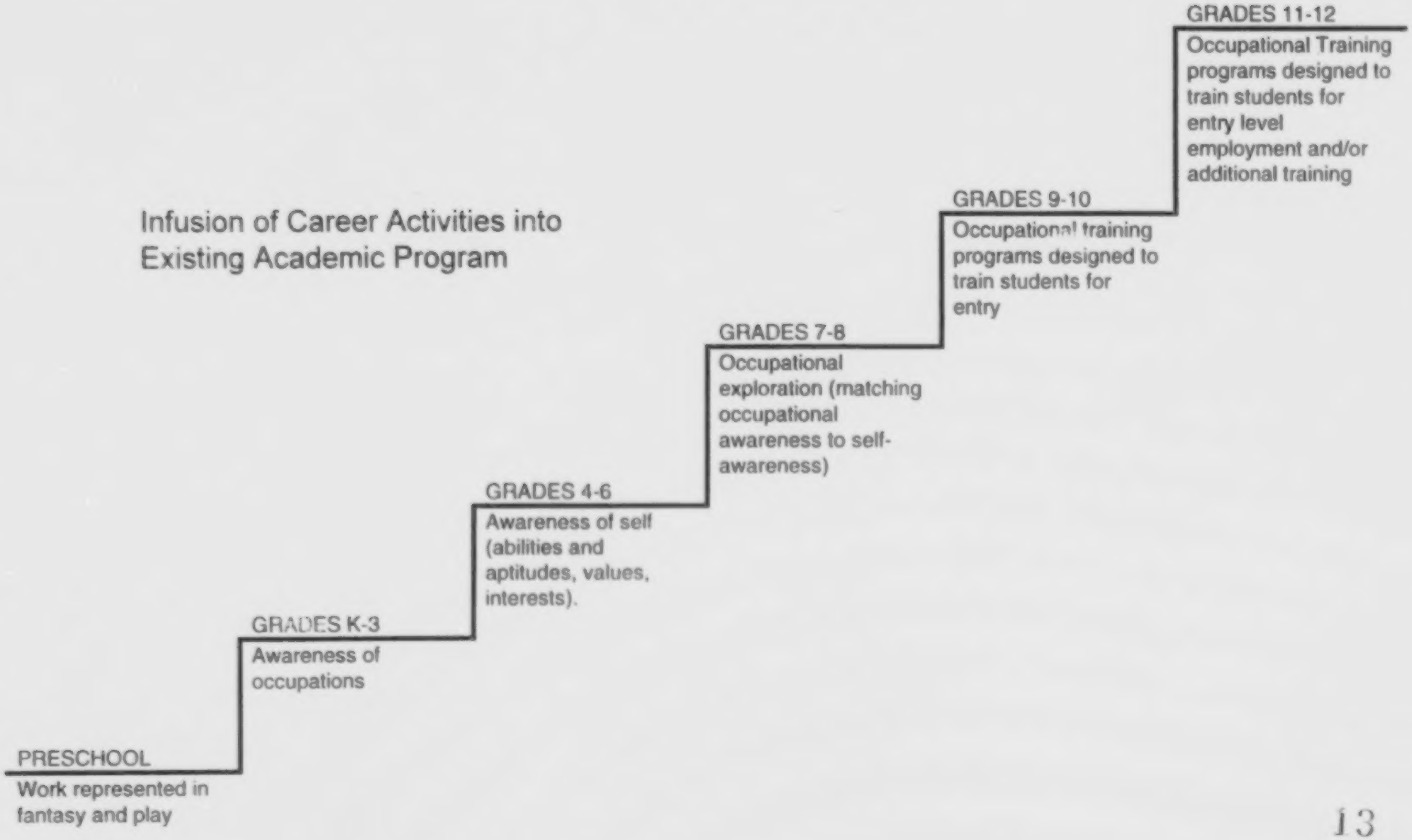
Tasks that should be accomplished include:

1. clarifying self concept
2. assuming responsibility for career planning
3. formulating tentative career goals
4. acquiring knowledge of occupations, work settings and lifestyles
5. acquiring knowledge of educational and vocational resources
6. developing an awareness of the decision making process
7. acquiring a sense of independence

Ultimately, the goal of the exploration stage is to expose the learners to a wide variety of occupational possibilities from which they may choose an area of interest which will result in a personal, occupational focus. It is important that the learner is provided with adequate information so that this focus can be developed.

Figure 1 provides a visual representation of the progression of skills expected from preschool through grade 12.

THE PROCESS OF PROGRESSION IN CAREER DEVELOPMENT
Figure 1



Infusion of Career Activities into Existing Academic Program

PRESCHOOL
Work represented in fantasy and play

GRADES K-3
Awareness of occupations

GRADES 4-6
Awareness of self (abilities and aptitudes, values, interests).

GRADES 7-8
Occupational exploration (matching occupational awareness to self-awareness)

GRADES 9-10
Occupational training programs designed to train students for entry

GRADES 11-12
Occupational Training programs designed to train students for entry level employment and/or additional training

As further support for the Connections concept, the National Career Development Guidelines reflect the following elementary school student competencies and indicators:

Self-Knowledge

COMPETENCY I: Knowledge of the importance of self-concept.
- Describe positive characteristics about self as seen by self and others.
- Identify how behaviors affect school and family situations.
- Describe how behavior influences the feelings and actions of others.
- Demonstrate a positive attitude about self.
- Identify personal interests, abilities, strengths and weaknesses.
- Describe ways to meet personal needs through work.

COMPETENCY II: Skills to interact with others.
- Identify how people are unique.
- Demonstrate effective skills for interacting with others.
- Demonstrate skills in resolving conflicts with peers and adults.
- Demonstrate group membership skills.
- Identify sources and effects of peer pressure.
- Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
- Demonstrate awareness of different cultures, lifestyles, attitudes and abilities.

Educational and Occupational Exploration

COMPETENCY III: Awareness of the importance of growth and change.
- Identify personal feelings.
- Identify ways to express feelings.
- Describe causes of stress.
- Identify and select appropriate behaviors to deal with specific emotional situations.
- Demonstrate healthy ways of dealing with conflicts, stress and emotions in self and others.
- Demonstrate knowledge of good health habits.

COMPETENCY IV: Awareness of the benefits of educational achievement.
- Describe how academic skills can be used in the home and community.
- Identify personal strengths and weaknesses in subject areas.
- Identify academic skills needed in several occupational groups.
- Describe relationships among ability, effort and achievement.
- Implement a plan of action for improving academic skills.
- Describe school tasks that are similar to skills essential for job success.
- Describe how the amount of education needed for different occupational levels varies.

COMPETENCY V: Awareness of the relationship between work and learning.

- Identify different types of work, both paid and unpaid.
- Describe the importance of preparing for occupations.
- Demonstrate effective study and information-seeking habits.
- Demonstrate an understanding of the importance of practice, effort and learning.
- Describe how current learning relates to work.
- Describe how one's role as a student is like that of an adult worker.

COMPETENCY VI: Skills to understand and use career information.

- Describe work of family members, school personnel and community workers.
- Identify occupations according to data, people and things.
- Describe the relationship of beliefs, attitudes, interests and abilities to occupations.
- Describe jobs that are present in the local community.
- Identify the working conditions of occupations (e.g., inside/outside, hazardous).
- Describe ways in which self-employment differs from working for others.
- Describe how parents, relatives, adult friends and neighbors can provide career information.

COMPETENCY VII: Awareness of the importance of personal responsibility and good work habits.

- Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others, to getting and keeping jobs).
- Demonstrate positive ways of performing working activities.
- Describe the importance of cooperation among workers to accomplish a task.
- Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender).

COMPETENCY VIII: Awareness of how work relates to the needs and functions of society.

- Describe how work can satisfy personal needs.
- Describe the products and services of local employers.
- Describe ways in which work can help overcome social and economic problems.

Career Planning

COMPETENCY IX: Understanding how to make decisions.
- Describe how choices are made.
- Describe what can be learned from making mistakes.
- Identify and assess problems that interfere with attaining goals.
- Identify strategies used in solving problems.
- Identify alternatives in decision-making situations.
- Describe how personal beliefs and attitudes effect decision-making.
- Describe how decisions affect self and others.

COMPETENCY X: Awareness of the interrelationship of life roles.
- Describe the various roles an individual may have (e.g., friend, student, worker, family member).
- Describe work-related activities in the home, community and school.
- Describe how family members depend on one another, work together and share responsibilities.
- Describe how work roles complement family roles.

COMPETENCY XI: Awareness of different occupations and changing male/female roles.
- Describe how work is important to all people.
- Describe the changing life roles of men and women in work and family.
- Describe how the contributions of individuals both inside and outside the home are important.

COMPETENCY XII: Awareness of the career planning process.
- Describe the importance of planning.
- Describe skills needed in a variety of occupational groups.
- Develop an individual career plan for the elementary school level.

IMPLEMENTATION

Connections is a teaching concept.

Activities developed for use in the Connections program are purposefully broad and varied. All games and activities are based upon the premise *"Better I see skilled hands do, than simply hear voices say."* Activities include study trips to community centers and businesses, in-school demonstrations by community workers, 'hands on' classroom assignments, application of life management skills in real-life situations, 'job shadowing' experiences at community job sites, experiences in beginning entrepreneurship, as well as social skills demonstrations and role-play activities.

The program has been piloted with various student populations; regular education, 'at risk' and 'students in special education typically served in resource rooms'.

A number of methods have been used in the presentation of the Connections content:

Connections Club

At Westgate Elementary School, Lakewood, Colorado, co-author Ruth Robinson developed a Connections Club for selected 4th, 5th, and 6th grades who expressed an interest in community projects, careers, and student entrepreneurship.

The Connections Club is popular because of the non-traditional activities and special privileges offered: study trips, guest speakers, job shadowing, 'hands-on' fun activities, special projects, career-related school projects, designing and implementing a small business. These are motivational activities for any youngster.

Students become acquainted through a variety of games and warm-up exercises. Barriers to effective communication and appropriate social interaction were explored through student activities utilizing teamwork. In this model, teamwork is the ability to form and maintain relationships with others and develop tolerance for differences in people. With one teacher, it is suggested that the group be no more than ten to twelve students. With two adults and large classroom space, 20 to 25 students can work well together. Each week, students work with a different team group and are required to do so in a cooperative and friendly manner.

Collaborative Model (Co-Teaching)

At Pennington Elementary School in Wheat Ridge, Colorado, co-author Lynn Roberts used the Connections program with youngsters in the regular classroom, educationally handicapped and non-disabled students alike. It was decided that all grade 6 students in this school receive career instruction. The Connections program was taught twice weekly by the regular classroom teacher and the special education teacher using a team-teaching approach. A school paraprofessional set up study trips and job shadowing experiences with local businesses, then accompanied students on site. Connections was taught during the social studies time block and represented one-third of a student's social studies grade each quarter. Grades were given on papers and projects. Students were also responsible for writing a monthly newsletter detailing the past month's work and activities.

Social skills were assessed at the end of the first semester and again in June. Monthly study trips began in October and concluded in May. Job shadowing experiences began in January and concluded in May. Community speakers began coming to the school in September and continued through the end of May. A Career Carnival was held one evening in late April with parents, community business people near the school as well as school personnel, actively participating as mentors and/or speakers.

In addition, a community service project was developed that required these 6th grade students to earn the means to provide small stuffed teddy bears to the local police department. The students worked outside of school to purchase the bears at a wholesale price. Patrol officers then carried two bears in their cars to give to accident victims or victims of abuse.

Small Group/Individualized Instruction

At Molholm Elementary School, Lakewood, Colorado, co-author Arthur Aspinall used this model with 5th and 6th grade special education students plus regular education students recommended to the program by their teachers. Class size ranged from eight to twelve students who were excused from their social studies class to attend. The class met every Friday for one hour. At Pennington Elementary, Lynn Roberts and her aide used the Connections program as the primary academic curriculum in the school's EH Resource Room. This special education program is classified as 'non-categorical' and included SLIC (developmentally disabled), PC (learning disabled) and ED (emotionally disturbed) students. Students were in grades Kindergarten through sixth.

Thus, it is clear that the Connections program is highly flexible and readily adaptable to a broad range of instructional formats and methods. The activities presented can be expanded to stand as an independent curriculum or molded to supplement/integrate with an existing curriculum. It is assumed that an instructor's professional expertise will determine how and when to begin his/her own creative search to further enhance the content presented here. We invite you to explore the pages that follow. Our hope is that you will find the activities presented here fresh, invigorating and applicable.

Art Aspinall
Lynn Roberts
Ruth Robinson

Sarkees, M.D. and Scott, J.L. (1986).
Vocational Special Needs, 2nd ed.
American Technical Publishers, Inc., Illinois

PROPOSED BENEFITS OF THE CONNECTIONS PROGRAM

BENEFITS FOR STUDENTS

1. Promotes knowledge and assistance in career exploration and development.
2. Develops decision-making skills.
3. Increases knowledge of self and others.
4. Broadens knowledge of our changing world.
5. Increases opportunities for teacher/student interaction.

BENEFITS FOR PARENTS/FAMILIES

1. Provides support for parents regarding their child's educational development.
2. Develops a system for a child's long-range planning.
3. Increases opportunities for parent/teacher interaction.
4. Enables parents to obtain resources when needed.

BENEFITS FOR TEACHERS

1. Encourages positive, supportive working relationships.
2. Provides a team effort to address "key skills and core competencies".
3. Enhances the role of the teacher as a resource person.

BENEFITS FOR BUSINESS, INDUSTRY AND LABOR

1. Provides increased opportunity for collaboration among teachers and business, industry and labor communities.
2. Enhances the role of the teacher as a resource person.
3. Increases opportunities for business, industry and labor to participate actively in the total school program.
4. Provides a potential work force with decision-making skills, pre-employment skills and increased worker maturity.

BENEFITS FOR BOARDS OF EDUCATION

1. Provides rationale for including a comprehensive career program in the school system.
2. Provides program information to district patrons.
3. Provides ongoing information about student competencies attained through career program.
4. Provides a basis for allocating funds of career programs.

BENEFITS FOR ADMINISTRATORS

1. Provides program structure with specific content.
2. Provides a means of evaluating career program efforts (accountability).
3. Enhances the image of the career program in the community.

BENEFITS FOR CAREER AWARENESS PERSONNEL

1. Provides a clearly-defined role and function.
2. Eliminates non-career functions.
3. Offers the opportunity to reach a large majority of students.
4. Provides a tool for program management.
5. Outlines clearly defined responsibilities for specific student competencies.

CAUTIONS AND CONCERNS

While we highly recommend and endorse use of these activities to assist students in transitioning from school to work, certain cautions are in order.

It should not be assumed that the sequence of activities within a chapter constitutes the best scope-and-sequence for any given group of students. The teacher is advised to examine each activity for its

1) appropriateness in content to the existing curriculum
2) readability, particularly when working with special needs students
3) appropriateness in conceptual level to the maturity of students

Some activities are described so teachers can create a program which represents the ideal match between students and content. Some activities have student worksheets which may require further revision to truly match instructional goals and objectives. We invite you to alter and “play” with the material presented, recognizing that you, the professional, are the authority.

Please note:

> Activities are organized in a unique way. A “cover sheet” provides information for the teacher as to when and how an activity or small group of activities might be used. If there are worksheets for students that accompany these suggestions, they will be indicated next to the title of such activity.

CONNECTIONS
A TRANSITION GUIDE FOR ELEMENTARY STUDENTS

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Me and My Shadow

Unit I
Me and My Shadows

This unit is designed to assist students in gathering information about themselves and in creating linkages between personal preferences and later career options. The many questionnaires and worksheets found in this unit will assist students in understanding themselves and reaching decisions which will then evolve with life experiences.

This unit is composed of three chapters: Page

Getting to Know Me 3
  Interest Inventories 5
  Introducing Work Issues 13
  Putting the Pieces in Place 61

Coping Skills 79
  Positive Self 81
  Understanding Stress 91

Goal-Setting and Time Management 105
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Me and My Shadows

I. GETTING TO KNOW ME

Personal inventories, surveys, and checklists give students important information about themselves. Samples of the most popular inventories for elementary children are included in this section.

Remember: Inventories and surveys are tools to expand choices and should not limit student options.

The information that is included in this unit can be collected by each student and placed in his/her personal "Connections" study book or clipboard. This "Connections" collection will allow children to understand themselves better, recognize that preferences change over time, and provide feedback.

The initial exercises in this section offer minimal teacher guidance due to their "inventory-like" nature. Later exercises require more support and explanation. Please be aware that surveys may need to be reviewed and revised to better reflect

- Current curriculum
- Readability levels
- Student maturation.

Suggestions:

- It is best to ask students to complete the surveys as the teacher reads them aloud (or each student in turn reads them aloud) and then ask children to respond privately on their own worksheet or clipboard. Students may not be able to read the question, or be able to interpret the correct meaning of the question.

- Students should be allowed the option not to share their responses with the large group. When sharing does occur, one student should contribute only a small part of his/her entire assessment.

This chapter is composed of three sections: Page

Interest Inventories 5
Introducing Work Issues 13
Putting the Pieces in Place 61

Me and My Shadows

I. GETTING TO KNOW ME

Section Title: Interest Inventories

Instructional Goals:

A) to coach students toward deeper levels of self-awareness and self-understanding

B) to introduce the broad range of variables that impact career selection

Activities:

Things I Love

About Me

Interest Inventory

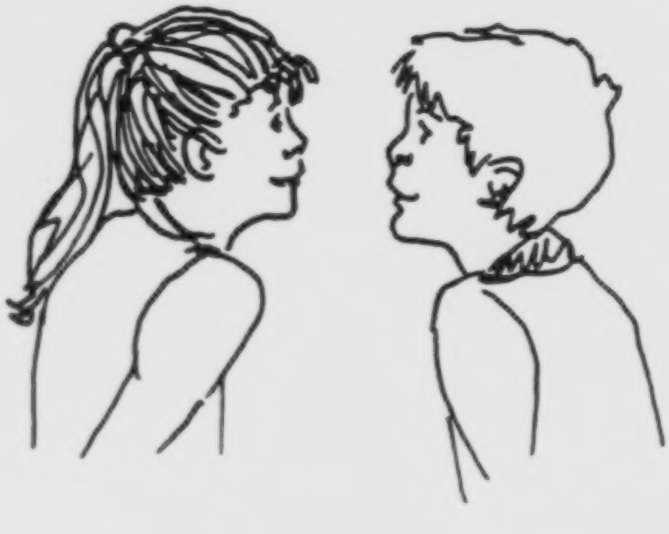
Who Am I?

My Interests Review

When I Grow Up

Personal Inventories (Worksheets pages 7-12)

What might need to be done:
The following pages are for individual use and introspection. Answers may be shared in large or small groups; the teacher is responsible for ensuring that his/her classroom is a "safe" environment in which to express preferences. Students may choose to share only a portion of their own assessment, or none of it.



Things I Love

Please place a check mark next to each activity you like to do. At the bottom of the page, you may want to write in other activities you do that are not listed.

_____ Taking part in Sports

(circle)

- Hiking
- Skiing
- Bowling
- Exercising
- Skateboarding
- Jogging
- Track Events
- Ice Skating
- Aerobics

_____ Watching Sports

_____ Dancing

_____ Drawing

_____ Painting

_____ Gardening

_____ Cooking

_____ Listening to Music

_____ Building Models

_____ Fixing Cars

Other things I like to do:

____

____

_____ Playing a Musical Instrument

_____ Making Pottery

_____ Working on a mystery quiz or a crossword puzzle

_____ Jewelry Making

_____ Caring for Pets and Animals

_____ Collecting "Things"

(circle)

- rocks
- stamps
- cards

_____ Photography

_____ Building Things

_____ Reading Books

_____ Reading Magazines

_____ Helping Old People

_____ Helping Young People

_____ Going to Movies

_____ Traveling

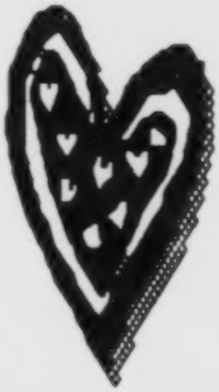
_____ Sewing

_____ Singing

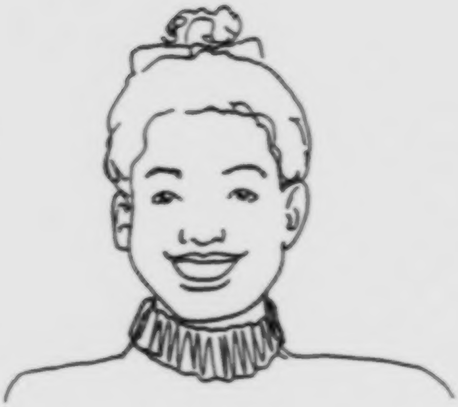
_____ Puzzles

____

____



About Me



Please write in your honest responses on the lines.

1. I like to ______________________

____

2. I brag about __________________

____

3. I worry over ______________________________________

4. I feel hurt when ____________________________________

5. I make believe that __________________________________

6. I feel sorry when ___________________________________

7. I am afraid that ____________________________________

8. When I read, I _____________________________________

9. I feel proud when ___________________________________

10. I feel ashamed when _________________________________

11. I hate to ____

12. I become disgusted with ______________________________

13. I am happy when ____________________________________

14. I get angry when ____________________________________

15. I love ____

16. Most books are _____________________________________

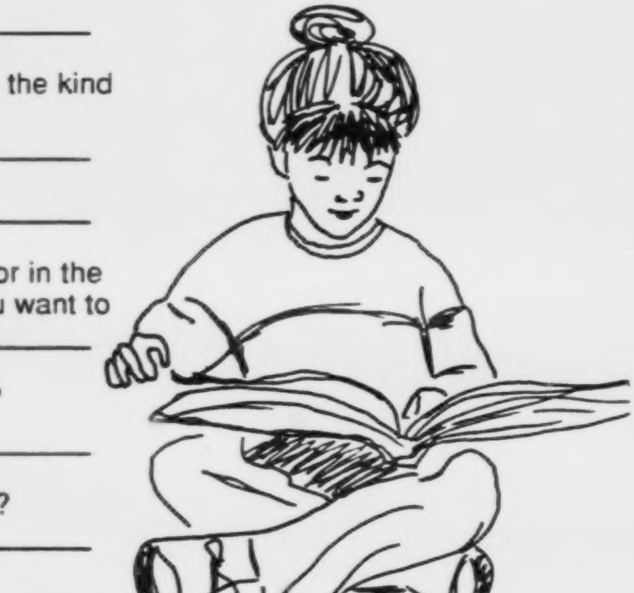
17. Some teachers are ___________________________________

18. Some kids are ______________________________________

Interest Inventory

Please fill in the blanks with your most honest answers.

1. When you have an hour or two to spend as you please, what do you like to do?
____
2. What games do you like to play? ____________________
3. What things have you made? ____________________
4. What tools or playthings do you have? ____________________
5. What do you collect? ____________________
6. What are your hobbies? ____________________
7. If you could have one wish which might come true, what would it be? ________
____
8. What is your favorite TV program? ____________________
9. Which movie have you liked best? ____________________
10. What is the best book you have ever read? ____________________
11. What kind of books do you like best? ____________________
12. What magazines do you read? ________
____
13. Have you read books or stories about the kind of work you want to do when you finish school? Name them: __________
____
14. Have you seen anyone on television or in the movies who does the kind of work you want to do? ____________________
15. What school subject do you like best?
____
16. What school subject do you like least?
____



Who Am I?

What are you all about? Answer the questions below to help you find out.

1. What do you like to do with your spare time? ____________________

   ____

2. Where would you like to go on a vacation? ______________________

   ____

3. If you could change your name, what would it be? ________________

   ____

4. What is your favorite video? ___________________________________

   ____

5. What do you think you're best at? ______________________________

   ____

6. What movie do you like seeing over and over again? ______________

   ____

7. What pet would you like to have? ______________________________

   ____

8. What famous person would you like to meet? ____________________

   ____

9. What possession of yours are you most proud of? ________________

   ____

10. Choose one idea from the ideas above and tell more about your feelings on the lines below. ______________________________

    ____

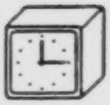
    ____

    ____

    ____

    ____

My Interests Review



Name: ______________________________

Age: ________________

1. I liked these things when

I was little: a. ______________________________

b. ______________________________

Now: a. ______________________________

b. ______________________________

2. I was interested in these things when

I was little: a. ______________________________

b. ______________________________

Now: a. ______________________________

b. ______________________________

3. I wanted to be these things when

I was little: a. ______________________________

b. ______________________________

4. When I grow up, I might want to be

a. ______________________________

b. ______________________________

c. ______________________________

When I grow up

Me and My Shadows

I. GETTING TO KNOW ME

Section Title: **Introducing Work Issues**

Instructional Goals:

A) to assist students in understanding how personal preferences evolve into career preferences

B) to allow students to project tentative employment goals into the future

Activities:

Job Preferences Surveys
What Can I Do?
Student Mini-Research Project
Pick Your Can
Some Possible First Careers
The Categories Game
Good Choices for Them
The Preference Auction
My Dream Cloud
My Dream Cloud
Roleplaying a Career Reunion
Fantasy Careers
First Impressions
Creating a Career Shield
Career Wheels
Creating Connections

Job Preferences Surveys (Worksheets pages 15-20)

What might need to be done:
Students may require varying degrees of assistance with the terms and concepts used in these surveys. The information can be gathered on an individual basis or through group response and discussion. Teachers should be mindful of their own biases when giving feedback to students; discuss all options in positive terms.

What Can I Do? (Worksheets pages 21-25)

When you, the teacher, might use this activity:
When exploring personal skills to discover what areas of work a student might be interested in.

What might need to be done:
You need to review the directions with students. Have students read each skill on the inventory, and then decide:

1. Skills they enjoy
2. Skills they want to develop
3. Skills they would like to use on a job.

Follow-up discussion should ask students to carefully study each category to find where their strengths lie. Look at the categories that show which skills each student would be most interested in developing. Ask students to list strengths on their personal profile sheet which describe the information they have discovered.

Adapted with permission from the Jefferson County Publication,
"A Place to Stand While Putting Yourself Together," by Earl Ruem

What's My Bag?

Please place a check mark next to the choice that seems to be most like you.

1. ______ work indoors
   ______ work outdoors

2. ______ work alone
   ______ work with other people

3. ______ work with your hands
   ______ work with your mind

4. ______ work in the daytime
   ______ work at night

5. ______ work for a boss
   ______ be a boss yourself

6. ______ create or build something
   ______ use plans someone else has made

7. ______ work in a city
   ______ work in the country

8. ______ make a lot of money at a job you don't like
   ______ enjoy your job

9. ______ have a job you can get when you finish high school
   ______ have a job that requires college

10. ______ have a job where you travel
    ______ have a job where you stay in one place

11. ______ work in your own home
    ______ work outside your home

12. ______ be famous
    ______ be known only to your friends and family

13. ______ have a job where you help other people
    ______ have a job where you work more with machines, papers and other things

Look carefully at the choices you have made. Think of three jobs you might one day have that would interest you most.

1. ____
2. ____
3. ____

What Kind of Career Will I Prefer?

These questions will be helpful in understanding what jobs you might like or perform best. Circle the best response after each statement.

1. Do you prefer(like) to work alone or with others?
   Alone **With Others**
2. Would you rather have a job which requires you to do a lot of standing and walking or one which would allow you to sit?
   Stand/Walk **Sit**
3. Do you prefer to try new tasks or do the same tasks?
   New **Same**
4. Do you enjoy doing a task or telling other people how they should do it?
   Doing it **Telling others**
5. Do you prefer to work outdoors or indoors?
   Out **In**
6. Do you prefer to work where it is quiet or where it is noisy?
   Quiet **Noisy**
7. Do you prefer a job where there is little or no change or one where there are many changes?
   Little or no change **Many changes**
8. Do you like a job which can always be done at the same rate or one which may need to be done very quickly?
   Same rate **Soon and fast**
9. Do you prefer to express your ideas by talking or writing?
   Talking **Writing**
10. Do you prefer a job which requires a lot of physical energy or one which requires a lot of thinking?
    Physical **Thinking**
11. Do you prefer a job where you might get dirty or one where you may stay neat and clean?
    Dirty **Neat and clean**
12. Do you keep calm when you have several tasks to do at one time or do you work best when there is only one task to do at a time?
    Several **One at a time**
13. Do you prefer to work with tools or numbers?
    Tools **Numbers**
14. Do you prefer regular work hours or work hours that change?
    Regular **Change**
15. Do you prefer to work the day shift or the night shift?
    Day **Night**
16. Would you prefer to work in a formal setting or a casual setting?
    Formal **Casual**
17. Do you prefer to work with people or work with objects?
    People **Objects**
18. Would you prefer to make something or to sell something?
    Make **Sell**
19. Do you prefer to plan how a task is to be done or to have others be responsible for planning and organizing it?
    I plan **Others plan**
20. Would you prefer a job which requires a lot of training to develop skills or one that requires little training?
    A lot of training **Little training**

Adapted with permission from Curriculum Associates, Inc., 1981, Inventory of Essential Skills

Finding Out Who I Am

As you plan for the future, you will want to make choices that are best for you. Making the right decision comes from really KNOWING yourself. This questionnaire is designed to help you see your interests, strengths and abilities.

What school subjects most interest you?

What are your hobbies?

Do you like to:

Write?	Yes	No	Work with machines?	Yes	No
Work with animals?	Yes	No	Play an instrument or sing?	Yes	No
Work on a scientific project?	Yes	No	Participate in a sport?	Yes	No
Spend time outdoors?	Yes	No	Use computers?	Yes	No
Teach?	Yes	No	Paint?	Yes	No
Work in a store?	Yes	No	Care for sick people?	Yes	No
Repair things?	Yes	No	Solve math problems?	Yes	No
Participate in drama?	Yes	No	Organize group activities?	Yes	No
Handle money?	Yes	No	Lead people in activities?	Yes	No
Work with children?	Yes	No			

Choose the three "yes" answers you find most interesting.

Yes 1

Yes 2

Yes 3

List school subjects you can take which will help you with the activities that interest you the most.

List hobbies that are most like the high-interest activities you have selected.

What are your characteristics? Circle the best answer for you.

An effective worker?	Yes	No	Understanding?	Yes	No
Neat about your job?	Yes	No	Usually on time?	Yes	No
Able to stick to a job?	Yes	No	Able to work under pressure?	Yes	No
Sure of yourself?	Yes	No	Able to work on your own?	Yes	No
Responsible?	Yes	No	Reliable?	Yes	No
Able to follow through?	Yes	No	Good at working with numbers?	Yes	No
Able to lead others?	Yes	No	Able to accept direction?	Yes	No
Accepting of criticism?	Yes	No	Willing to ask questions?	Yes	No
Timid?	Yes	No	A good speaker?	Yes	No
Able to persuade others?	Yes	No	Good at working with your hands?	Yes	No
Good at creating ideas?	Yes	No	Interested in science projects?	Yes	No
Able to use your time well?	Yes	No	Good at caring for animals?	Yes	No
A good reader?	Yes	No	Able to persuade others to buy?	Yes	No
A good athlete?	Yes	No	Talented in music, art or drama?	Yes	No
Able to teach others?	Yes	No			

Choose three characteristics that best describe you.

1. ______________________________

2. ______________________________

3. ______________________________

YOUR SUMMARY

My interests are:

____

Things I do well are:

____

Things I most like to do are:

____

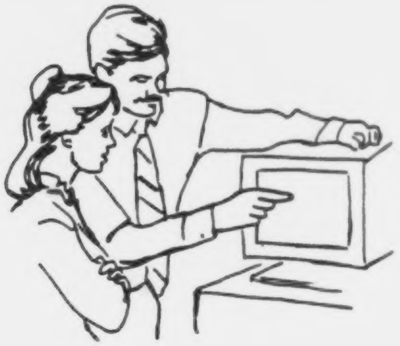
I know I am a person who:

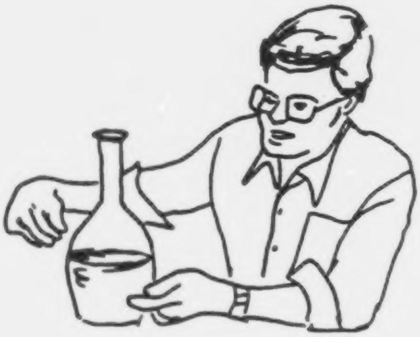
____

This is How I See Myself

Please check your choice for each of the following. You may need some help understanding what these phrases really mean; ask your teacher! Then, look at the pictures. What type of work does each employee do? Think about the skills needed to do that work successfully.

Behavior	**High**	**So-So**	**Low**
I am patient	☐	☐	☐
I know when to keep quiet	☐	☐	☐
I am a risk-taker	☐	☐	☐
I am an activity-starter	☐	☐	☐
I can do constructive arguing	☐	☐	☐
I can communicate effectively	☐	☐	☐
I am calm	☐	☐	☐
I am a good follower	☐	☐	☐





Possible Job Interests	**High**	**So-So**	**Low**
Building services (planning, construction, maintenance, etc.)	☐	☐	☐
Mechanical and industrial (engineer, mechanic, shop supervisor, etc.)	☐	☐	☐
Personal services (counselor, lawyer, teacher, etc.)	☐	☐	☐
Clerical and sales (secretary, clerk, computer operator, etc.)	☐	☐	☐
Medical (doctor, therapist)	☐	☐	☐
Hospitality, Food (chef, hotel, etc.)	☐	☐	☐
Outdoors (plants and animals)	☐	☐	☐
Creative arts (author, painter, actor, etc.)	☐	☐	☐
Scientific (chemist, physicist, geologist, etc.)	☐	☐	☐

The Kind of Job I'd Like	High	So-So	Low
Work under pressure	☐	☐	☐
Like to meet deadlines	☐	☐	☐
Work with plants or animals	☐	☐	☐
Work with people	☐	☐	☐
Work with machines	☐	☐	☐
Sell products	☐	☐	☐
Sell ideas	☐	☐	☐
Take responsibility	☐	☐	☐
Regular hours	☐	☐	☐
Travel	☐	☐	☐
Help others	☐	☐	☐
Use math	☐	☐	☐
Use reading	☐	☐	☐

Problem Areas	Many Problems	Some Problems	Few Problems
Home	☐	☐	☐
Friends	☐	☐	☐
School work	☐	☐	☐
Personal	☐	☐	☐

What Can I Do?

Every activity that you do from the time you get up in the morning until you go to bed at night involves various skills. Everyone is good at some things and not so good at others. No one is good at everything, but everybody can do something well. Hobbies, school activities, and volunteer work provide opportunities to learn and develop skills. Everything that you know how to do is a potential job skill. This is very important to remember as you make goals for the future.

Complete the following inventory by placing a check in the appropriate column. A number of skills have been listed for you. Even if you feel that you need to improve a skill, check it. You may also add skills that have not been listed.

Remember: As you take this inventory, do not leave out anything.

CREATING AND PERFORMING			
• Inventing/experimenting			
• Visualizing colors, shapes, images			
• Playing a musical instrument			
• Singing			
• Dancing			
• Acting in a play			
• Writing poems, stories, plays			
• Drawing			
• Painting			
• Taking photographs			
• Add-on ______________________			

Adapted wtih permission from the Jefferson County Publication,
"A Place to Stand Whild Putting Yourself Together", Earl Ruem

	Skills I Have and Enjoy	Skills I Want To Develop	Skills I Would Like to Use on a Job
MANAGING PEOPLE/SITUATIONS			
• Giving directions			
• Leading others			
• Starting new tasks			
• Making changes			
• Taking risks			
• Planning			
• Add-on ____________________			

TEACHING OTHER PEOPLE			
• Explaining step by step how to do something			
• Acting as a group leader			
• Giving people advice			
• Helping people help themselves			
• Reinforcing people for what they do well.			
• Encouraging people to try			
• Add-on ____________________			

COMMUNICATING IDEAS			
• Speaking in front of a group			
• Reading			
• Telling stories			
• Writing letters, reports			
• Selling products			
• Add-on ____________________			

	Skills I Have and Enjoy	Skills I Want To Develop	Skills I Would Like to Use on a Job
WORKING WITH NUMBERS/DETAILS			
• Managing money			
• Having memory for numbers			
• Counting, calculating, computing			
• Organizing information			
• Following through on assignments			
• Looking for mistakes			
• Keeping money records			
• Add-on ________________			

WORKING WITH HANDS			
• Developing a skill in using hands			
• Using machines, tools			
• Repairing things			
• Cleaning			
• Gardening			
• Preparing meals			
• Building			
• Typing			
• Painting			
• Playing ball			
• Add-on ________________			

	Skills I Have and Enjoy	Skills I Want To Develop	Skills I Would Like to Use on a Job
HELPING OTHERS			
• Sharing			
• Helping someone in a crisis			
• Working as part of a team			
• Helping others settle arguments			
• Understanding another point of view			
• Being sensitive to others' feelings			
• Listening to people's problems			
• Taking care of sick people			
• Taking care of children			
• Add-on ____________			

WORKING WITH IDEAS/INFORMATION			
• Gathering information			
• Observing, charting			
• Finding the cause of a problem			
• Being curious about how things work			
• Concentrating, problem-solving			
• Judging both sides of a situation			
• Seeing how parts fit together			
• Thinking up new ideas			
• Predicting what will happen			
• Add-on ____________			

What Can I Do?
Personal Profile

Wow! Look at all these skills I already have that will help me now and in the future.

Here's a list of my strengths:
(Remember to list anything and everything you do well that will help you do a good job in school or on a job.)

Here's a list of those skills I'd like to use on-the-job:

Everyone has some areas that could use improvement. These are the areas I would like to work on:

> *Don't look at things as they are,*
> *but see things as they*
> *could be.*

Student Mini-Research Project (Worksheets pages 27-28)

When you, the teacher, might use this activity:
This project enables students to talk with relatives and friends about their chosen occupations. Many myths can be corrected with the evidence that students gather; for example, the belief that you must know what you want to be by a certain age, that you should stick with whatever you choose until you retire, or that there are only one or two ways to figure out your job interests.

What might need to be done:

- Each student should be given at least five copies of the questionnaire.
- The teacher should read through the forms for clarification and set the due date.
- As students interview others and return the forms, the teacher needs to decide on a way to tabulate and share results. Use the Summary Sheet to guide your thinking.
- During class discussion draw some conclusions from the data collected. Assure students that there is no exact age to decide what you want to be, it's OK to have lots of interests and look into lots of jobs before deciding what to do, it's OK to change your mind. Always use all the resources you can in exploring occupations.

Adapted with permission from the Devinny Elementary Special Education Team, Jefferson County Schools

Career Selection Questionnaire

Please help our class with this research project. Thank you!!!

Date:

Name of student:

Person being interviewed:

Age: ☐ 18-25 ☐ 26-40 ☐ 41-55 ☐ 55+

1. List two or three occupations you considered as you were growing up.

2. Underline the occupation you wanted to do earliest in your life.

3. Are you engaged in this occupation right now?

4. What experiences did you have or what people did you know who influenced you most in your occupational decision?

5. Approximately how old were you when your present occupation first occurred to you?

6. Is there something you wish you had had to help you make your occupational choices?

7. Estimate how many jobs you have held from the time you started working to age 25.

8. Estimate how many jobs you have held since age 25.

Career Selection Questionnaire Summary

Tally of age range of those responding:

________	________	________	________
☐ 18-25	☐ 26-40	☐ 41-55	☐ 55+

1. Occupations considered while growing up. . .

2. Number of people engaged right now in the occupation they most wanted to do as a child. _____

3. Experiences or people that influenced occupational decisions. . .

4. Age when present occupation first occurred. . .

5. What would have helped respondents make their occupational choices?

6. Estimated jobs held before age 25 . . .

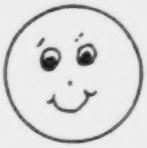
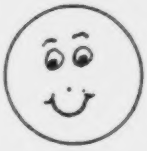
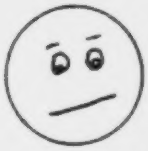
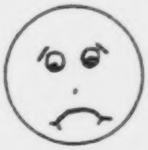
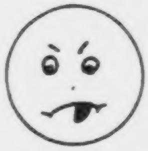
7. Estimated jobs held since age 25.

Pick Your Can

When you, the teacher, might use this activity:
To help students learn to know each other better, to increase self-understanding and to help students identify their feelings and interests in a non-verbal manner.

Additional Materials you need to do this activity:
Coffee cans, teacher-made cards

What might need to be done:
This is a fun game to be played with a small group of students; four to six works well. Cover five 1-lb. coffee cans with colored contact paper. Draw the following facial expressions on each can:

Expression	Meaning
	"I will love it. It will be wonderful. Better than anything"
	"I will like it a lot."
	"It's O.K. I can take it or leave it. Just So-So."
	"I won't like it."
	"It will be awful. Worse than anything."

Each child is given a deck of 20 teacher-made cards reflecting various aspects of the work-world. Some examples of statements that might be written on each card:

- A job where I can make and create things
- Cooking
- Work on a team project with other people
- Working with people rather than things
- Building models
- A job where I can be my own boss
- Helping young people
- Traveling or going on long trips
- A job with the same tasks and schedule each day
- An inside job
- Working for a boss
- Puzzles and problem-solving activities
- Working with old people
- Working with my hands
- Working nights
- Expressing my ideas in writing
- A job where I can wear work clothes and not worry about getting dirty
- Working alone
- A job that is mostly outside work
- To work and care for animals
- A job where every day is different and there are a lot of changes
- Work in the city
- A sit-down job
- Selling things
- A job where I can dress up every day and look really "cool"
- Writing and making speeches
- Working on cars and machines

Deal out the cards to each player. Each player places his deck of cards face down in front of him. In turn, each student picks up his top card and reads it aloud. He/she then places that card in the can that best describes his/her interest. This is a game that the teacher should play with the students. It takes about 20 minutes for a group of four to go through a deck of 20 statement cards apiece.

Some Possible First Jobs . . . (Worksheet page 31)

When you, the teacher, might use this activity:
To model for students the analytical thinking required to determine what various jobs entail and when one is well-suited for a particular position.

What might need to be done:
Begin with a well-known "job" students are exposed to every day. On the board, with student feedback, write down the duties of the principal. Ask students to name the duties of the custodian. Explain that, when we agree to take on the responsibilities of a job, we don't then pick and choose which tasks we'll do. Return to your examples and help students seek out the skills required to complete the tasks listed. Distribute worksheet and ask student pairs to follow the directions. Discuss responses.

Some Possible First Jobs . . .

Describe the skills each of the following jobs might require:

Newspaper Carrier

Duties:

1. Keeping a route book ____________________
2. Picking up newspapers ____________________
3. Counting newspapers ____________________
4. Delivering newspapers ____________________
5. Collecting money ____________________
6. Developing new customers ____________________

Babysitter

Duties:

1. Child care ____________________
2. Bedtime ____________________
3. Telephone ____________________
4. Visitors ____________________
5. Injuries ____________________
6. Snacks/Games ____________________
7. Housekeeping ____________________

Important Factors Pick out the factors below that you feel are most important in getting and keeping a job. Circle your choices.

Nice appearance
Honesty
Many friends
Reliable
Promptness
Will work for little pay
Sense of humor

Transportation to work
Enthusiastic
Follows directions well
Looks mature (adultlike)
Good training for the job
Nice family
Cheerfulness

The Categories Game

When you, the teacher, might use this activity:
To reinforce differences between skills, interests and preferences; to assist students in prioritizing the various factors which contribute to career choice.

What might need to be done:
CATEGORIES can be played individually, in teams, small groups, or all together. The teacher announces the category title and students name responses for each category, draw them, list them, or work within a time frame. Example: "Which team can list the most careers in three minutes?"

Possible categories to choose from:

Work Skills Category

Defined: Work skills are those things that you can do very well, and usually without help.

Examples:

- teaching someone how to do something
- speaking to a small group
- using instruments to solve problems
- having good penmanship
- following directions after hearing them
- imagining how a project will look even before it is finished
- working quickly with your hands
- operating machines

Interest Category

Defined: Interests are things that you enjoy doing

Examples:

- dancing
- sports
- drawing
- music
- reading
- building models
- working with others

Preferences Category

Defined: Preferences are those things you'd choose if a choice were made available.

Examples:

- working outdoors
- being able to select your own hours
- having to think a lot, be intellectual
- dressing nicely
- working nights
- being able to travel
- being your own boss
- working with a lot of people

How might you vary this activity:
Teachers could ask students to brainstorm ideas or teacher could write out ideas on an overhead/board as students contribute.

After becoming familiar with these three categories, the teacher could explain that he/she will now name a preference or interest or skill. The students respond by stating a career that would fit in with that interest or skill. For example: category - **creativity** (a job in which one can be creative), possible response - interior decorator. Go around the room until every student has been given an opportunity to respond.

Good Choices (Worksheets pages 35-37)

When you, the teacher, might use this activity:
To emphasize that career choices can be based on personal attributes, to expand student awareness of career options, to dispel stereotypes and assumptions.

What might need to be done:
Teachers might begin with a sample descriptor on the board defining differences between interests and skills:

Ruth R.
Interests: art, enjoys, children, creative, reading
Skills: organized
Possible occupations: teacher, designer

Worksheet can be filled in individually and then discussed with the large group.

How might you vary this activity:
Teachers may extend this activity with Search and Discover found on page 38.

The Preference Auction (Worksheet Page 38)

When you, the teacher, might use this activity:
To enhance student understanding of the role of personal preferences in life decision-making.

Additional Materials you need to do this activity:
$100 in play money for each student.
A printed slip of paper or a picture to represent each auctionable item.

What might need to be done:
Teachers should explain that a preference is a belief that is very important to a person. You can tell what people prefer by

- how they spend their time
- how they spend their money
- the consistent choices they make

Everyone does not have the same preferences and that is why it is important that each student know exactly what his /her preferences are.

Ask students to sit in a circle. Go around the circle and allow each student to state something that he/she really prefers ("something to die for").

Then ask each student to state something that he/she does not prefer ("not really very important").

Explain to students that they are going to play a game which will help them to think about some of the things that they prefer.

Ask the group if they know what an auction is. Have a student explain what happens and make sure everyone understands the procedure. The teacher passes out the Items for Auction, the list of what will be auctioned off, and $100 in play money to each student. Print or use a picture for each idea, so that when it is sold, the student will have something tangible to hold. Add additional statements to the items list to reflect local/regional preferences.

The teacher should read the Items for Auction list aloud, offer explanations when necessary, and ask the students to be thinking about which ideas they will bid on. Explain that students are to pretend that the only way to have these preferences in life is to buy them at this auction. The teacher should also point out that it is important to carefully plan how to spend this money, since each student only has $100.

The teacher performs the role so auctioneer and banker (collecting money). The auctioneer announces the first item up for bid, holds up the corresponding picture card and starts the auction. The highest bidder gets that item or card. If two people want to buy the same item and both bid their own money, both students can buy that preference.

Make the auction fun. Play up your auctioneer role. Have a make-shift gavel. If nobody wants to buy a certain preference, it does not have to be sold.

How might you vary this activity:
After playing the Preferences Auction, ask each student to think about three preferences that are most important to them. Ask, if they were to play again, how they might bid differently, make different choices, and why. Ask students to design a Preferences Poster and decorate it with their own special interests. Laminate for the Bulletin Board.

Good Choices

Interests and skills help to determine possible occupations. Think about the following people, their interests and skills, then try to select some occupations that might be satisfying to them.

1. Chris S.
   Interests: likes to work outdoors, enjoys physical activity
   Skills: physically fit, works well with hands
   Possible occupations: ____________________

2. Susan W.
   Interests: likes to draw, prefers inside work
   Skills: good in art and other creative activities, good with details
   Possible occupations: ____________________

3. Mike P.
   Interests: likes to play chess, stays indoors, enjoys number games
   Skills: good in math, works neatly and precisely
   Possible occupations: ____________________

4. Terry W.
   Interests: likes people, enjoys helping others
   Skills: neat appearance, follows directions carefully
   Possible occupations: ____________________

5. Pat H.
   Interests: likes taking things apart and putting things back together
   Skills: works well with hands, good in math
   Possible occupations: ____________________

Now answer these questions;

6. Let's say Chris (question #1) is a girl who likes to work outdoors and is good with her hands. What occupation would you choose? ____________________
   Why? ____________________

7. Terry is a name for either a boy or a girl. Does gender make a difference in the occupation you would recommend? ____________________
   Why? ____________________

8. Your name: ____________________
   Interests: ____________________
   Skills: ____________________
   Possible occupations: ____________________
   ____

Preferences Will Affect your Choices

Remember: PREFERENCES are what you feel is IMPORTANT.

The following statements will tell you something about how you feel about work. Read each of the following and check the appropriate box.

Like Me	Unlike Me		
☐	☐	1.	I would like to do work for which I will be famous someday.
☐	☐	2.	I want to be in charge of other people in the work that I do.
☐	☐	3.	I'd like to get promotions as rewards for doing good work.
☐	☐	4.	I want a job that involves helping people.
☐	☐	5.	I want to earn a lot of money.
☐	☐	6.	I don't want to do the same work every day.
☐	☐	7.	I want a job where I get to organize things.
☐	☐	8.	I want to be part of a team.
☐	☐	9.	I want to be told each day exactly what to do.
☐	☐	10.	I want a job where I'm before the public most of the time, (i.e., making speeches, selling products, etc.)
☐	☐	11.	I want a job with regular hours, and no "overtime" work.
☐	☐	12.	I want a job where I can be a part of the decision making.
☐	☐	13.	I would rather have a job where I am paid for exactly what I do each day rather than work for a salary.
☐	☐	14.	Benefits (insurance, retirement, health, vision, dental care) and bonuses are as important to me as a good salary.
☐	☐	15.	I want a job where I do not have to dress up every day.
☐	☐	16.	I want a job where I can work outside most of the time.
☐	☐	17.	I do not want a job where I must work office machines, especially a computer.
☐	☐	18.	I want a job where I can work with people rather than things.

SKILLS ARE TIED TO PREFERENCES

Can you match preferences with work skills?

Draw lines to connect these preferences to the work skills each represents. If there are words you're not sure you understand, ask your teacher.

PREFERENCES

1. Working hard
2. Working without help
3. Being trustworthy
4. Doing things without being reminded
5. Not getting frustrated quickly
6. Being helpful
7. Being nice to people
8. Making up new ideas
9. Putting things in order
10. Wanting to work because it makes you feel good

SKILLS

a. organized
b. patient
c. energetic
d. motivated
e. responsible
f. friendly
g. independent
h. cooperative
i. honest
j. creative

Now write your three personal choices from the SKILLS list in the blanks below.

1. I am a ______________________________ worker.
2. I am a ______________________________ worker.
3. I am a ______________________________ worker.

Search and Discover

Choose an occupation you are really interested in. Do some "research" to discover as much as you can about that occupation; read descriptions, interview people who do that type of work, use reference books. Write about the facts you discover on the lines to the left of your paper.

Many people choose work roles based upon their personal skills or interests. On the lines to the right of your paper, list those things you know about yourself and your preferences that may or may not fit the occupation you've chosen.

When you've created your list, go back and circle those preferences that would be helpful, underline those preferences that could interfere with your success in that occupation.

Chosen occupation:

My preferences/skills:

Items for Auction

You do not have any of these things. This is your only opportunity to get them in your whole life. You have $100. These items will be auctioned off. The last and highest bidder gets to have and keep them.

1. A happy, satisfying marriage.
2. Lots of time to do what I want.
3. To be able to help someone in need.
4. To be a very honest person.
5. A successful, satisfying career.
6. Good close friends.
7. To be a very attractive person.
8. To have children I enjoy.
9. To be able to travel to lots of places.
10. To be accepted and liked by nearly everyone.
11. To be confident and to like myself.
12. To make a lot of money.
13. To be well educated.
14. To have lots of friends.
15. To have a lot of clothes.
16. A home in the mountains.
17. To be real smart and make good grades.
18. Do fun things with my family.
19. Have a wonderful job.
20. A really neat, fast, new sports car.
21. A big swimming pool in my back yard.
22. A sense of pride for doing a good job.
23. To be a great athlete.
24. To do something really important to help others (i.e. invent a cure for disease.)

My Dream Cloud (Worksheet page 41)

When you, the teacher, might use this activity:
To introduce topics related to goal-setting.

Additional Materials you need to do this activity:
Crayons, markers (optional)

What might need to be done:
Ask students to use letters, drawings, numbers or words, to make their own DREAM CLOUD. The illustration could address two or more of the following:

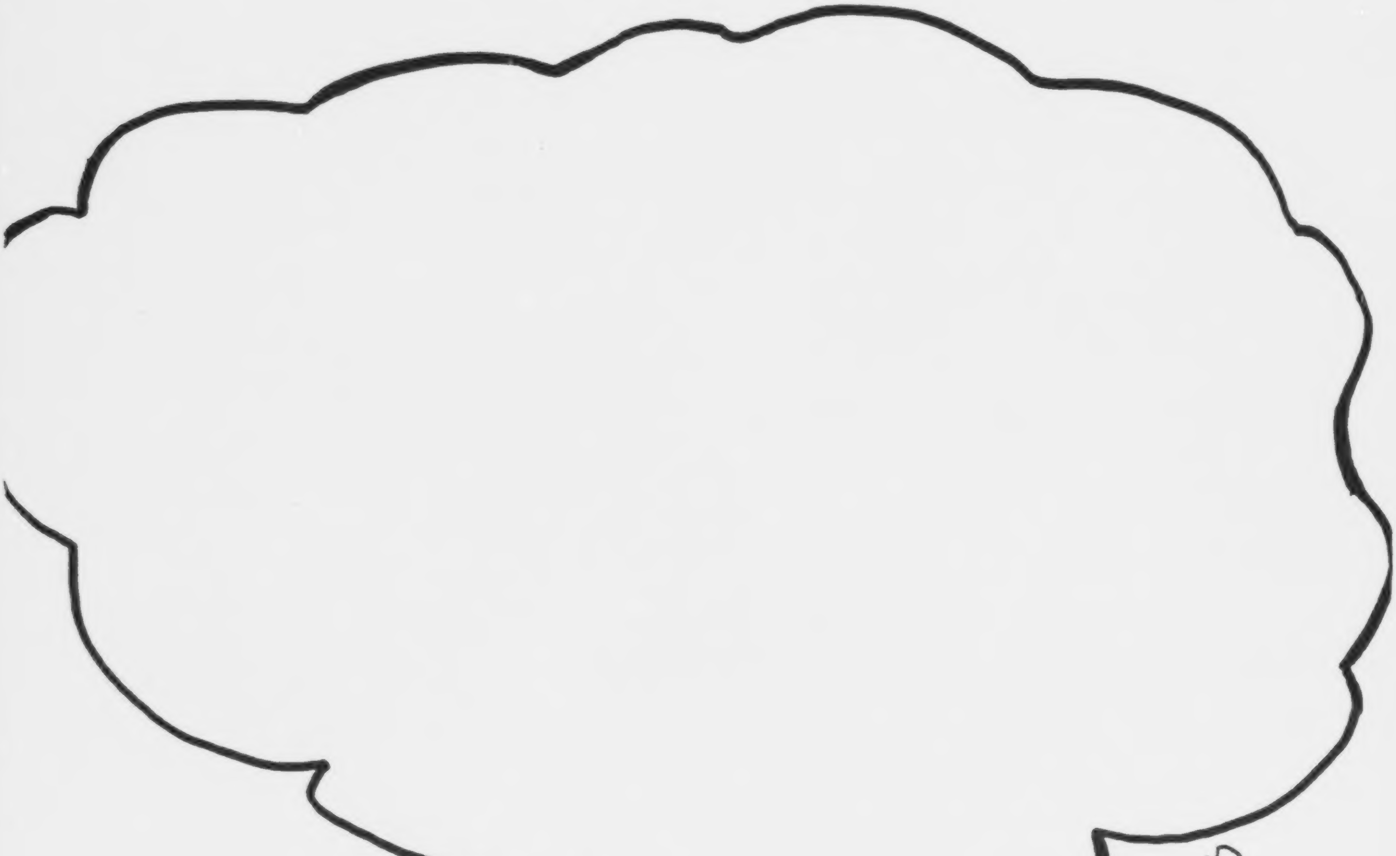
In ten years, where will I be living?
who will I be living with?
what will I be doing?
how will I be supporting myself?

The DREAM CLOUDS should have no names on them. Ask students to hand in their drawings. The teacher may mix the drawings up and randomly pass them out to the class, then ask each student to interpret another's Dream Cloud. Or the teacher may pass the drawings back to their owners and allow students to voluntarily interpret their dreams to the class.

How might you vary this activity:
Use an opaque projector to trace a silhouette of each child's head. The children cut out the tracing and paste it on a large piece of dark construction paper. Then children draw a "thinking cloud," (very much like a cartoon "bubble") which they cut out and paste above the silhouettes. Laminate and use as a Bulletin Board display.

In groups of four, the children cut from magazines and catalogs pictures of things they'd like to do when they grow up, places to travel, etc. They place the cut-out pictures inside a "group dream cloud." (Encourage each child to contribute a minimum of three pictures.) Each group then explains its choices within the "group dream clouds." This group effort will provide a knowledge base for individual exploration, which is critical for children unfamiliar with thinking in futuristic terms.

My Dream Cloud



Role Playing a Career Reunion

When you, the teacher, might use this activity:
This activity works well as a transition from personal preferences to career options. Some explanation of "role-playing" may be appropriate.

What might need to be done:
Ask each student to add 20 years to his/her present age. Then go around in a circle and ask the students what they think they will be doing in 20 years. Group students into pairs; one "leader", one "adult". Ask students to pretend that they just got together for a reunion and they are to talk as if it really is a reunion.

> *"Hi, Leslie, so nice to see you. I haven't seen you in ten years.*
> *What are you doing these days? Are you married? Working?*
> *Where are you living? Who with? Do you have any kids?*
> *How are your mom and dad?"*

Let students fantasize their futures, but help them connect education and careers to desired lifestyles. For example, if someone says they live in a mansion, the leader could respond with "You must have a lot of money. Where did you get it?" The student may reply "I have a good job. I am a lawyer." The leader can say; "How did you get to be a lawyer?" Pairs change roles until all students have an opportunity to describe what they are doing. Also, tell them what you are doing in your old age!

How might you vary this activity:
Explain the activity the day before. Ask students to bring in props (hats, books, etc.) that will help them represent their "role" during the role play.

Fantasy Jobs

When you, the teacher, might use this activity:
To allow students to "play" with the options available in planning one's work day.

Additional Materials you need to do this activity:
Three containers
Red slips of paper (4 1/2 by 1 3/4)
Yellow slips of paper (4 1/2 by 1 3/4)
Green slips of paper (4 1/2 by 1 3/4)
Writing paper
Pens/pencils

What might need to be done:
Discuss with students the meaning of "occupation" and "careers".
Career: a chosen pursuit; life work, one's profession
Occupation: an activity that serves as one's regular source of livelihood.

a. **Have students think of as many occupation titles or career titles as they can. List some of them on the board. Examples are:**

Construction worker
Teacher
Carpenter
Principal
Hair stylist
Lawyer
Doctor
Electrician

Write each occupation title on a red slip of paper and designate it as "Who".

WHO Carpenter	**WHO** Lawyer	**WHO** Hair stylist

Place all the "Who" slips in a container labeled "Who". Be sure there are as many who slips as there are youngsters in the class.

b. **Have students think of various "times" of day. List them on the board. Some examples are:**

Morning
Lunch time
Noon
Before Breakfast
Tuesday
Dawn
Yesterday
Tomorrow
Last Year
September

Write each time word on a yellow slip of paper and designate it as "When".

WHEN Yesterday	**WHEN** Noon	**WHEN** September

Place all the "When" slips in a bag and label it as such. Repeat "when" words so that students will each have a slip of paper.

c. **Have students think of various "places". List them on the board. Some examples are:**

At school
In the office
In the park
In the library
In church
At the grocery store
On the playground
At the skating rink

Write each place on a green slip of paper and designate it as "Where".

WHERE	**WHERE**	**WHERE**
at school	in the park	inside

Place all "Where" slips in a bag and label it as such. Think of additional locations so that each student gets a different slip of paper. After drawing a slip of paper from the three containers entitled "Who, When and Where", each student writes his/her own story using and expanding on the three pieces of information they've selected. Encourage students to make their three choices fit together into a "real" story. Have a few students share their stories with the class.

First Impressions

When you, the teacher, might use this activity:
To integrate an employment-relevant activity with a lesson on preferences. It can best be used to bring work on positive self-concept back to the realities of future employment.

Additional Materials you need to do this activity:
Wrapping paper (three types: colorful, plain, used)
Small "gifts" (boxes of raisins, peanuts, pencil sets)

What might need to be done:
The teacher prepares small gifts. Have gifts wrapped before class begins - wrap some very attractively, some plainly and some very sloppily in wrinkled or dirty paper. Have students sit around a table where the gifts are displayed.

The teacher asks target questions similar to those listed below. The first person to answer correctly selects a gift from the table or can take a gift already selected by another student (you may only have one gift in your possession). Students may not open gifts until all students have one. Before gifts are opened, discuss with class why some of the gifts were more desirable than others, how packaging or appearance makes an impression. Generalize the concept of "first impressions" to the work setting where an individual may make either positive or negative impressions in a job interview.

Sample Questions for the Teacher
Questions can be true/false or fill-in-the-blank.

1. You can use your mom or dad as a reference on your job application. (true/false, why?)
2. It is O.K. to ask questions during your interview. (true/false)
3. You should thank the interviewer at the end of your interview. (true/false, why?)
4. Be sure to give the interviewer the answer that will be impressive even if it's not quite true. (true/false, why?)
5. It's O.K. to fold your job application and to x-out your mistakes. (yes/no, why?)
6. Be sure to sit as comfortably as possible during your interview. (true/false, why?)
7. Name one skill you should have if your job requires you to answer the phone.
8. You do not need to have a Social Security number to get a job. (true/false, why?)
9. When going to a job interview, take a friend so you won't be so nervous. (true/false, why?)
10. Chewing gum during a job interview can help you stay calm. (true/false, why?)
11. Volunteer work does not count for previous experience on a job application. (true/false, why?)

Creating a Career Shield (Worksheet page 47)

When you, the teacher, might use this activity:
To reinforce positive self-image and enhance the linkage between strengths and career choices.

Additional Materials you need to do this activity:
Crayons, markers

What might need to be done:
Each student can make his own personal career shield or use the drawing provided on page 47. The teacher should direct students to write/draw in their responses to the following questions:
What makes you happy?
What do you enjoy doing in your leisure time?
What do you do really well?
What do you think you want to do (for employment) as an adult?

Cut out, laminate and use for the border of a bulletin board.

Job Wheels (Worksheets pages 48-49)

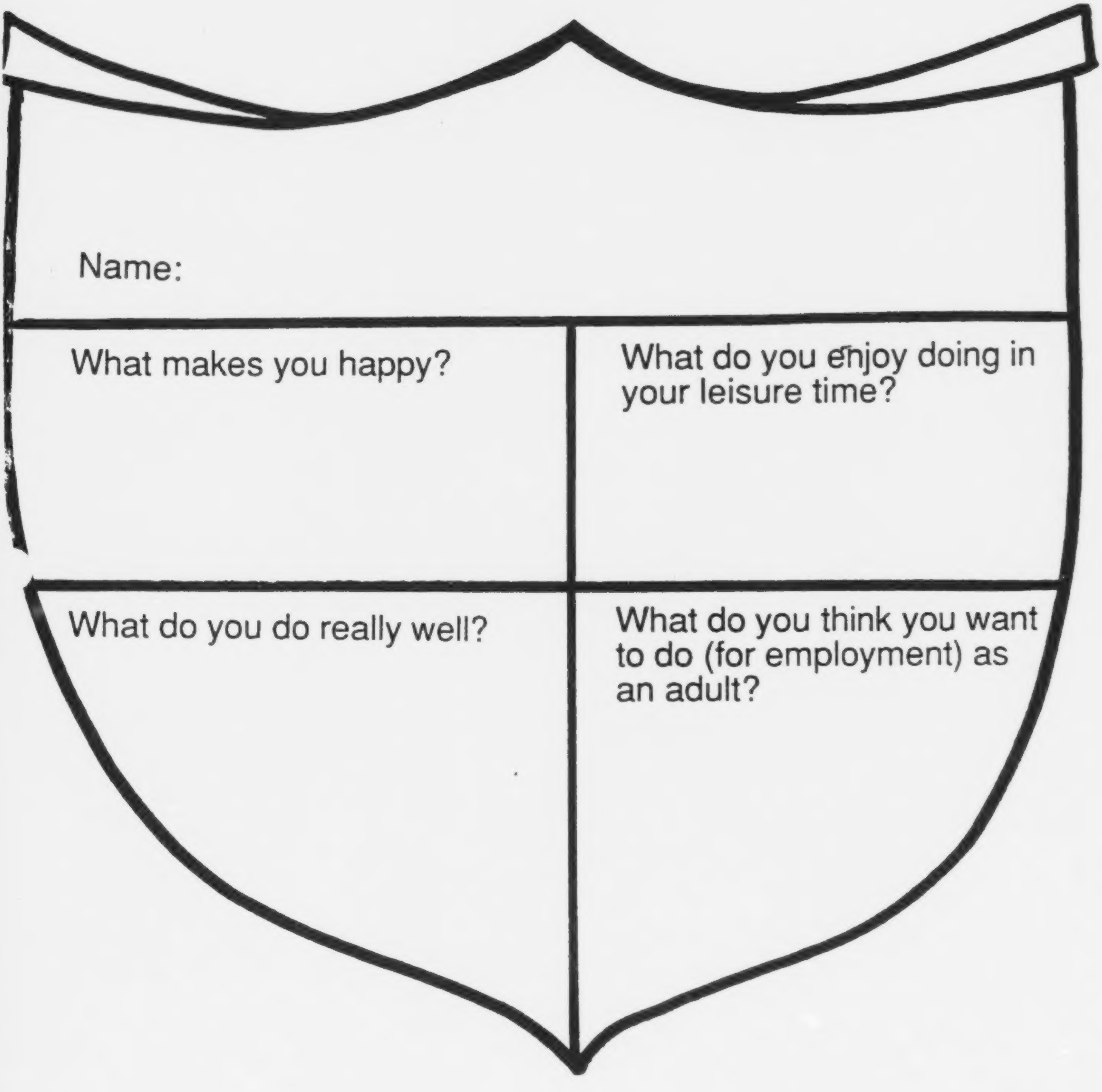
When you, the teacher, might use this activity:
To allow each student to analyze his/her role as a worker in the classroom, to enhance students' sense of responsibility as "workers".

What might need to be done:
Each section of the Job Wheel represents a responsibility. Students are to add their ideas about their own responsibilities, creating a job wheel for themselves, and filling in the center. The teacher will want to model a Job Wheel for herself/himself as "teacher"; be sure to include responsibilities that students may not be aware of.
Discuss any/all of the following:

- Are students surprised at the number of responsibilities they have as students?
- What do students feel are the most difficult responsibilities of being a student?
- After studying the job wheels, ask the students to think about what would happen to their job wheel if one section of the wheel disappeared. Would it affect the performance of the wheel? Would it affect other people?

How might you vary this activity:
Cut out the job wheels and use them for the bulletin border.

Creating a Career Shield



Name:

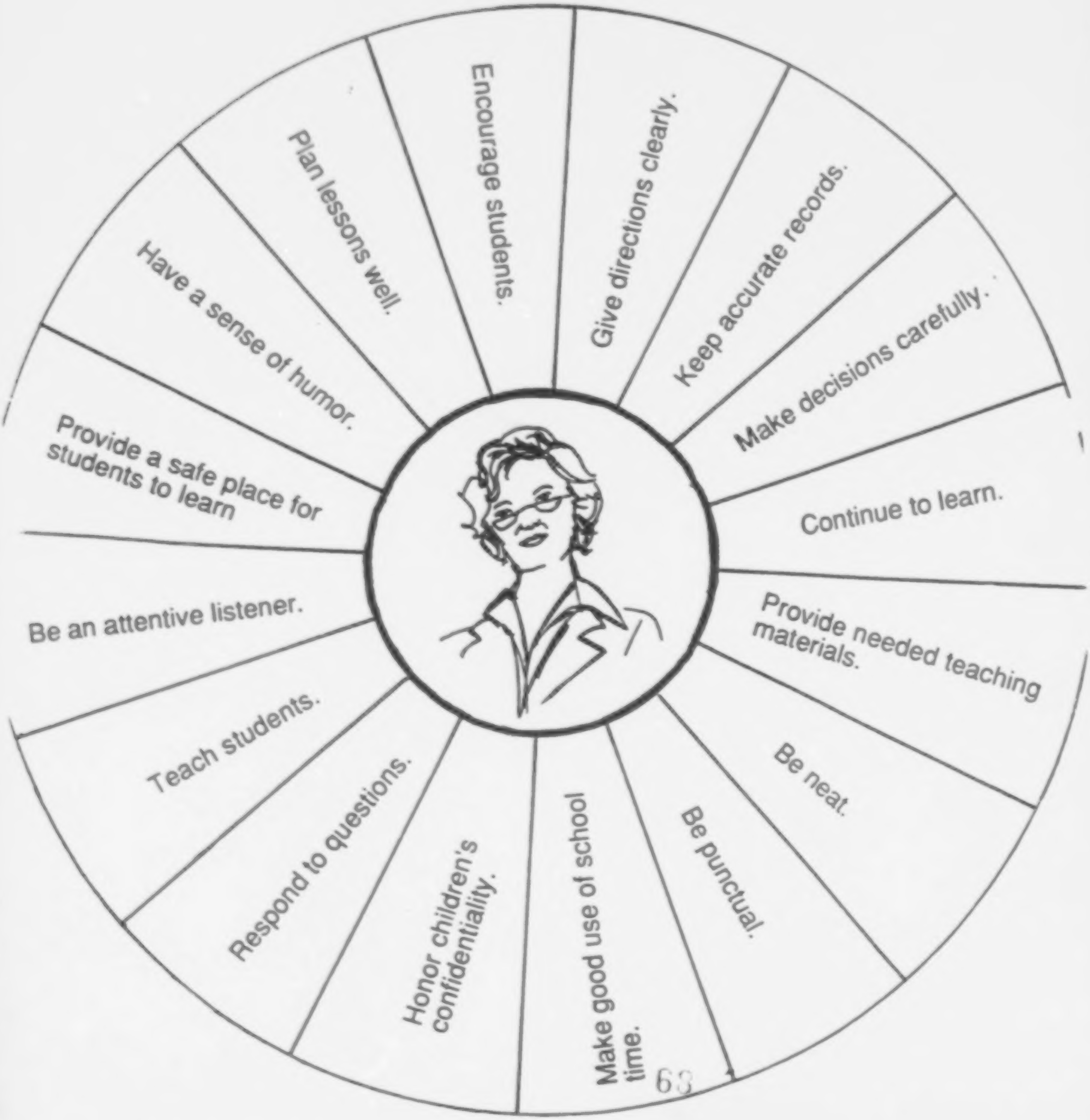
What makes you happy?

What do you enjoy doing in your leisure time?

What do you do really well?

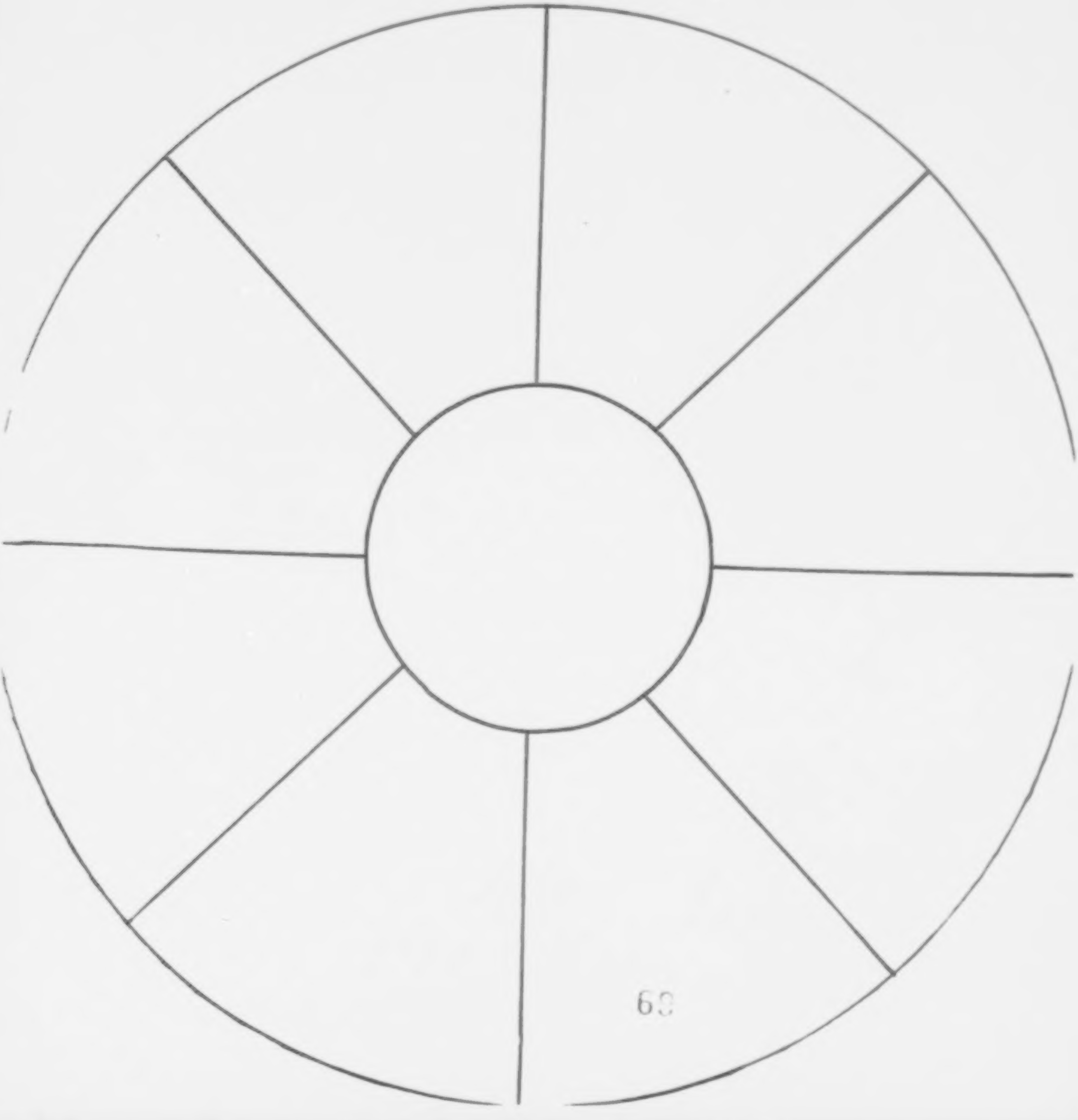
What do you think you want to do (for employment) as an adult?

Sample Job Wheel for Teacher


Plan lessons well.
Encourage students.
Give directions clearly.
Keep accurate records.
Make decisions carefully.
Continue to learn.
Provide needed teaching materials.
Be neat.
Be punctual.
Make good use of school time.
Honor children's confidentiality.
Respond to questions.
Teach students.
Be an attentive listener.
Provide a safe place for students to learn
Have a sense of humor.

Your Job Wheel

In the circle at the center of the Job Wheel, place your name or a self-portrait. In the sections of the Job Wheel, write what you think your responsibilities are as a student in the classroom.



Creating Connections (Worksheets pages 51-57)

When you, the teacher, might use this activity:
When teaching the interrelationship between skills learned

- at school and home
- at home and school
- at home and in the community
- at school and in the community

What might need to be done:
To begin, review with students that they are now in the process of becoming the persons they will someday be. Their present tasks (school work and homework) have a direct connection with their adult lives. Ask students to complete the first worksheet, assisting their understanding of why experience with their activities will help with adult responsibilities. Then move students into exploring connections between/among their environments through completion of the following worksheets. Also, encourage students to think of all subjects. Pull out such abstract concepts as "motivation", "commitment," "quality," relating these to the development of a strong work ethic. These sheets can be copied on different colored paper and presented as a booklet, or used separately.

Contributed by the Special Education Team, Devinny Elementary School, Jefferson County Schools

Now you need to LOOK

for some specific connections between what you are learning now and ways you can use it in the future. You'll be amazed at all the connections you can make once you start thinking about it.

Making the Connection Between __________ and __________

What are you learning at __________ that you can use in __________?

The following four pages have worksheets to help you think through some connections between home, school and community. Some typical answers have been:

1. I learn to count money at school and I use it in the community when I go to the store.
2. I learn good table manners at home and I use them at school in the lunchroom so I don't gross out my friends.
3. I learn how to read at school and I use it at home to read the sports and TV guide.
4. I learn games in P.E. at school and I use them at home to teach other kids how to play.
5. I learn art at school and I use it at home to do something fun when I am bored.

Making the Connection Between

and

What are you learning at school that you can use at home?

1. I have learned ______________________________

   __________ and I will use it at 🏠

   by ____

2. I have learned ______________________________

   __________ and I will use it at 🏠

   by ____

3. I have learned ______________________________

   __________ and I will use it at 🏠

   by ____

4. I have learned ______________________________

   __________ and I will use it at 🏠

   by ____

Making the Connection Between

and

What are you learning at home that you can use at school?

1. I have learned ______________________________

______________ and I will use it at 🏫

by ____

2. I have learned ______________________________

______________ and I will use it at 🏫

by ____

3. I have learned ______________________________

______________ and I will use it at 🏫

by ____

4. I have learned ______________________________

______________ and I will use it at 🏫

by ____

Making the Connection Between

and

What are you learning at home that you can use in the community?

1. I have learned ______________________________

______________ and I will use it in the 🏙

by ____

2. I have learned ______________________________

______________ and I will use it in the 🏙

by ____

3. I have learned ______________________________

______________ and I will use it in the 🏙

by ____

4. I have learned ______________________________

______________ and I will use it in the 🏙

by ____

Making the Connection Between

and

What are you learning at school that you can use in the community?

1. I have learned ____________________

____________ and I will use it in the 🏙

by ____________________________

2. I have learned ____________________

____________ and I will use it in the 🏙

by ____________________________

3. I have learned ____________________

____________ and I will use it in the 🏙

by ____________________________

4. I have learned ____________________

____________ and I will use it in the 🏙

by ____________________________

Creating Connections

List all of your activities that seem important to you. Tell why each is important. Then go back to the beginning of your list and circle all of those activities that will help you when you are an adult.

What I Do	Why It Is Important

Setting My Own Goals (Worksheet page 59)

When you, the teacher, might use this activity:
To allow the student to create his/her own short and long-range goals and self-imposed limits; to reinforce self-regulatory behaviors and self-affirmation.

What might need to be done:
Using the worksheet, ask students to develop a single short-range (days, up to two weeks) and long-range (one month to one year) goal.

Discuss what constitutes a "realistic" goal as opposed to an "unrealistic" goal - amount of time involved, amount of work involved, financial resources. Ask students to examine their goals realistically and make necessary changes.

Then move students to a discussion of goal attainment and consequences using the two worksheets provided. Help students explore others' perspectives, broadening beyond egocentric thinking. Help students maintain realistic expectations and develop positive forms of self-evaluation.

How might you vary this activity:
The student keeps a daily or weekly chart on performance at school. He/she can plan to show improvement where needed, setting goals with time lines for completion.

Setting My Own Goals

Date ________

My short range goal is:

I plan to accomplish this by doing the following things:

My long range goal is:

I plan to accomplish this by doing the following things:

Me and My Shadows

I. GETTING TO KNOW ME

Section Title: Putting the Pieces in Place

Instructional Goals:

A) to provide students with the language required for deeper levels of self-understanding

B) **to address issues which impact choices among employment options**

Activities:

The Expressions Dictionary

Health Forms

The Feelings Dictionary (Pages 63-75)

When you, the teacher, might use this activity:
To provide students with appropriate labels for feelings and emotions, to provide opportunities for open discussion and exploration.

What might need to be done:
The Feelings Dictionary can form the basis for a broad range of activities; individual or paired vocabulary study, non-verbal communication and role-playing, etc. The terms can be introduced in part or in whole as the maturity level of the students dictates.

Adapted with permission from Peak Potential, Inc.,
"The Tool Box for Emotional and Social Growth", 1986

Health Evaluation (Worksheet page 76)
Personal Health Facts (Worksheet page 77)

When you, the teacher, might use this activity:
To acquaint students with the type of information that should be considered when applying for a job, to open for discussion issues related to health problems.

What might need to be done:
Teachers need to be aware that it is now illegal to ask many health-related questions when hiring unless there are safety issues involved. Under the Americans with Disabilities Act, all health-related employment questions must be asked in terms of the essential functions of the job applied for.

It is, however, extremely important that students know and understand their individual strengths and limitations. In particular, students with disabilities need the skills to evaluate a job opportunity for its "goodness of fit" to their unique needs.

THE EXPRESSIONS DICTIONARY

For daily review, for reading, vocabulary study, describing and understanding how you feel and what might trigger your behavior.

Afraid:	Feeling fear. **You may feel afraid when you think something is going to hurt you or something bad is going to happen.** Chris is afraid Rocky will hit him. John is afraid he won't pass this year.
Angry:	A strong feeling a person has towards another person or thing that is against him or hurts him. **You may feel angry when you think something bad or unfair has been done to you.** Eric is angry at Keith for taking his record. Ian is angry because his parents won't loan him their car.
Anxious:	Feeling worried or excited about what may happen. **You may feel anxious when you think something bad might happen or when you are waiting for something good to happen.** Karen feels anxious about her grade on the math test. Joan is anxious for her birthday to get here.
Ashamed:	Feeling uncomfortable because of guilt. **You may feel ashamed if you think you have done something bad or stupid.** Zack felt ashamed because he had made fun of Jean. Allen is ashamed of his poor grades.
Attacked:	Feeling that someone is trying to hurt you. **You may feel attacked when you think someone has said or done something mean, unfair, or hurtful to you.** Julie felt attacked when the teacher accused her of cheating. Cassie felt attacked when two older girls started hitting her for no reason.

Bitter: A feeling of long-lasting anger.

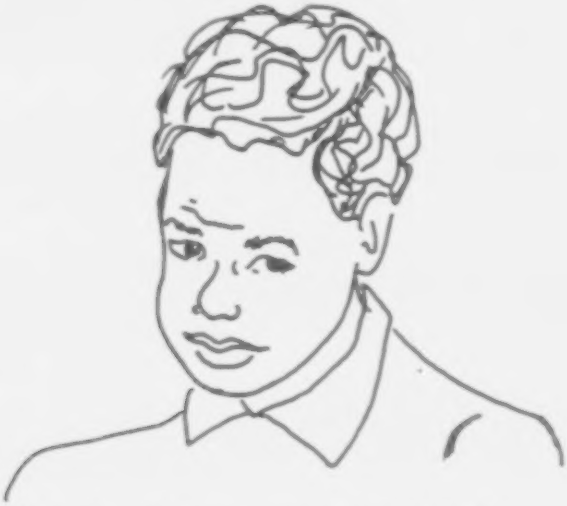
You may feel bitter when you think another person has been mean to you or life has been unfair to you.

Jeff feels bitter about the way other kids treat him.
Kyle feels bitter because he had to drop out of school to work.

Brave: Feeling able to overcome fear and face danger.

You may feel brave when you think you can face something that scares you.

Pat felt brave when she stood up to the big kids.



*What feeling is shown on this face?*______________

Calm: Feeling quiet and not upset; relaxed.

You may feel calm when you think that everything is going well and you have nothing to worry about.

Nate felt calm when he took the test because he knew he could pass it.

Confident: Feeling trust in yourself or others.

You may feel confident when you think you or other people can do something well.

Jason feels confident when he talks in front of a crowd.
Doug feels confident that his friend will pass his swimming test.

Confused:	Feeling that things are unclear. **You may feel confused when you don't know what to do or you doesn't understand something.** Brandi felt confused about which choice to make. Pam is confused by the directions and is not sure what to do.
Criticized:	Feeling blamed or judged. **You may feel criticized when you hear someone say you have done something wrong.** Mark felt criticized when the coach said he'd made a bad pass.
Delighted:	Feeling suddenly very happy. **You may feel delighted when something suddenly happens that makes you feel happy.** Melissa was delighted when she got an A on her paper.
Depressed:	Feeling very sad. **You may feel depressed when you think there is nothing to be happy about.** Erin is depressed about her grades, because they have gone down.
Desperate:	Feeling hopeless. **You may feel desperate when you think you must do something right away to keep something bad from happening, but you don't know what to do or think you can't do it fast enough.** Dale felt desperate when he saw his cat run in front of a car.
Different:	Feeling not like others. **You may feel different when you think you are not the same as other people.** Lynn feels different because she can't afford the same kind of clothes the other kids have.

Disappointed: Feeling sad when your hopes aren't met.

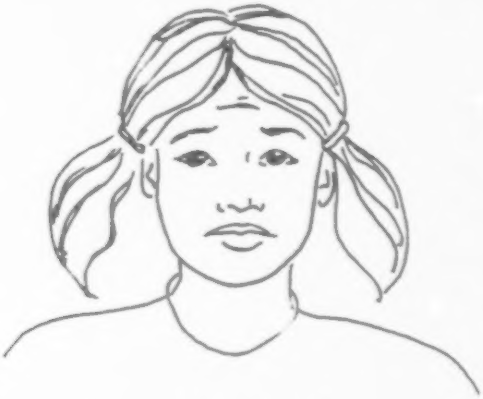
You may feel disappointed when you can't do something you want to do or something doesn't happen that you want to have happen.

Mark is disappointed because he didn't get to go to the football game.
Nathan is disappointed because his dad didn't come home for his birthday.

Discouraged: A feeling of having lost hope.

You may feel discouraged when you try hard to do something but can't do it; you may feel tired of trying and want to give up.

Jennifer is discouraged because she can't learn to do division.



*What feeling is shown on this face?*____________

Disgusted: Feeling of strong dislike.

You may feel disgusted when you really can't stand a person, thing, or happening.

Bob was disgusted by his brother's manners.

Embarrassed: Feeling uncomfortable around other people.

You may feel embarrassed when you think you've done something or might do something other people will think is silly or stupid.

Jack was embarrassed when he fell off his chair in class.
Dan is too embarrassed to dance because he is afraid his friends will laugh at him.

Encouraged:	Feeling hope. **You may feel encouraged if someone or something helps you feel you can do something you want to do.** Diane was encouraged when she got called back for a second tryout for the play.
Excited:	Feeling stirred up or ready to do something. **You may feel excited when you think something good or fun is going to happen.** Carol is excited because she's going to the beach.
Friendly:	Feeling like a friend. **You may feel friendly when you like someone else and want to show your liking.** When people do nice things for Mel, he feels friendly towards them.
Frustrated:	Feeling that one's plans or efforts have been blocked. **You may feel frustrated when you have tried to do something but it doesn't work out well. You think you should be able to do it, but you haven't been able to.** Seth is frustrated because he can't fix the light switch.
Furious:	Feeling very angry. **You may feel furious when you think someone has done something very bad or unfair to you.** Mary's mom was furious when Mary wrecked her car. Kristy is furious that he won't accept her excuse.
Glad:	Feeling joy or pleasure; happy. **You may feel glad when you think something nice has happened to you or someone you like.** Ann is glad she gets to go swimming. Jo is glad her brother got into college.

Guilty: A feeling of having done wrong; feeling to blame.

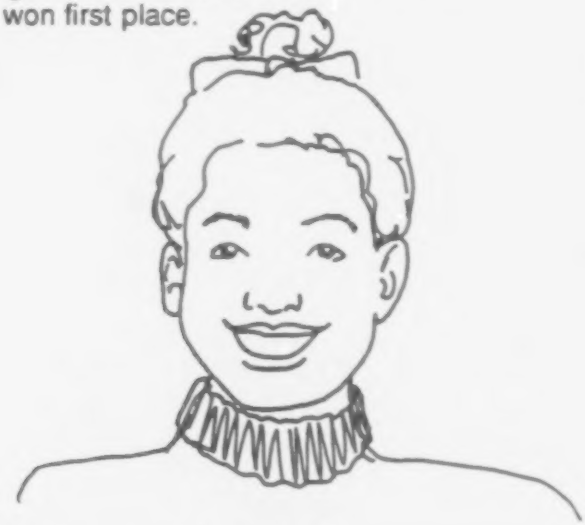
You may feel guilty when you think you've done something bad or mean to another person.

Andy feels guilty because he didn't let Judy go with him to the movie.

Happy: Feeling joy or pleasure; glad.

You may feel happy when something good has happened to you or someone you like.

Laura is happy that she got invited to the dance.
Sue is happy that John won first place.



*What feeling is shown on this face?*______________

Helpful: Feeling like giving help.

You may feel helpful when you feel like helping someone else or when you think you have helped someone.

Carol feels helpful because she set the table.

Helpless: Feeling without power or strength.

You may feel helpless when you think you are too small and weak or too stupid to do something.

Monty felt helpless when his mother was very sick.

Hopeful:	Feeling full of hope. **You may feel hopeful when you think you can get what you want or need.** Julie is hopeful that she'll get the job she applied for.
Hurt:	Feeling pain. **You may feel hurt when you think someone has done or said something mean to you.** Paul is hurt that his dad doesn't visit him. Jim is hurt when people call him fat.
Important:	Feeling worthwhile, valuable. **You may feel important when you think you matter a lot to other people or you have done something to help another person.** Peter feels important because people depend on him. Paul feels important because he helped his mom solve a problem.
Irritated:	Feeling impatient or a little angry. **You may feel irritated when something or someone keeps pestering or bothering you.** Joann feels irritated when the train whistle wakes her up a night. Sally felt irritated when Amy kept interrupting her reading.
Isolated:	Feeling separated from others. **You may feel isolated when you think there is no one around who wants to be with you.** Carl feels isolated at school because no one talks to him.
Jealous:	Feeling angry or bitter against a person because of his success. **You may feel jealous when you think someone else got something you wanted or can do something better than you can.** Kay is jealous because Pam took her boyfriend. Kim is jealous because Sue can dance better than she can.

Lonely: Feeling without friends.

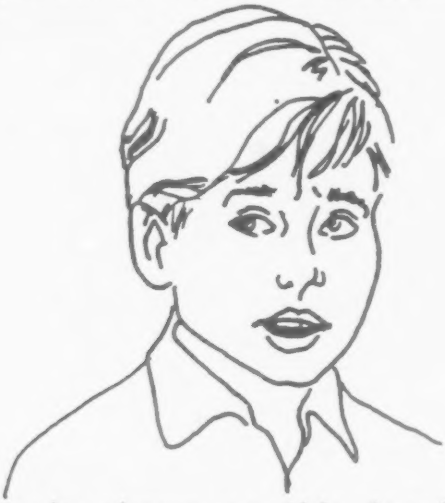
You may feel lonely when you think you don't have anyone who cares about you or wants to be with you.

Janet felt very lonely because no one would sit with her at lunch.

Lucky: A feeling of having success by chance.

You may feel lucky when you think something good has happened to you without you doing anything to make it happen.

Steve felt lucky because the teacher was out of the room when he was tardy.



What feeling is shown on this face? ____________

Mad: A strong feeling a person has towards another person or thing that is against him or hurts him; angry.

You may feel mad when you think something bad or unfair has been done to you.

Todd is mad because his bike was stolen.
Matt is mad because John didn't invite him to his party.

Misunderstood: Feeling that someone doesn't understand you.

You may feel misunderstood when you think people don't understand you.

Kent felt misunderstood because his dad didn't listen to his reason for being late.

Nervous:	Feeling very uneasy. **You may feel nervous when you have to do something hard or is afraid something bad is going to happen.** Jamie felt nervous when she moved to a new town and had to make new friends. Nicole feels nervous whenever she sees a loose dog.
Overwhelmed:	A feeling of being overburdened. **You may feel overwhelmed when you think you have too much to do or when too many things have happened to you.** With sports, a job, and homework, Dana feels overwhelmed. Lisa can't handle having anything else happen; she's overwhelmed with problems.
Pleased:	Feeling quietly happy. **You may feel pleased when you think things are going well or when something you like happens.** Andrew is pleased with how well the team is doing this year. Tim was really pleased to get a letter from his friend.
Proud:	Feeling pleased with yourself or having pride about something. **You may feel proud when you think you or someone you like has done something well or when you have something you like.** Aaron is proud that he and his mom won the relay. Jack is proud of his new dog.
Rejected:	Feeling pushed away, not liked. **You may feel rejected when you think people don't like you.** Allison felt rejected when Monica didn't want to go to the movie with her.
Relaxed:	Feeling calm, free from tension. **You may feel relaxed when you think there is nothing to worry about.** After he got the problem solved, Dave finally felt relaxed.

Relieved: A feeling of being suddenly freed from worries.

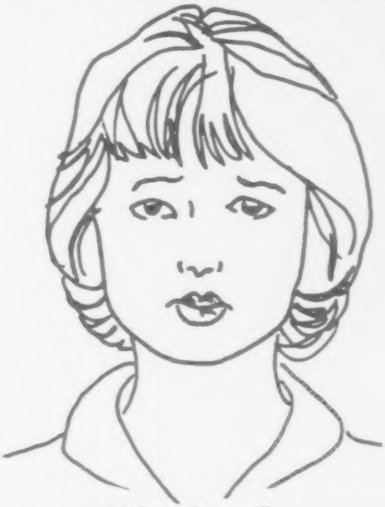
You may feel relieved when you think something you were worried about is gone or when you have finished a hard job.

Anne was relieved to find that Nancy wasn't waiting to beat her up.
Ellen was relieved to finally get her book report done.

Responsible: A feeling of being worthy of trust.

You may feel responsible when you think people can trust you to do a good job or when you think people are depending on you to do a good job.

Kathy feels responsible when she remembers to take out the trash.
Marilyn feels responsible when she takes care of her neighbor's animals.



*What feeling is shown on this face?*____________

Sad: Feeling unhappy.

You may feel sad when you think something bad has happened to you or someone you like.

Kris is sad because she can't go to the amusement park.
Karen is sad because her mom didn't get a raise.

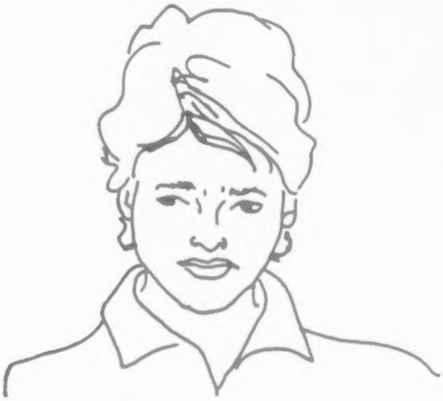
Safe: Feeling free from danger.

You may feel safe when you think there is nothing to be afraid of.

Larry feels safe when he knows what to expect.

Satisfied:	A feeling of having one's needs or desires met. **You may feel satisfied when you get something you want or when you think you or someone else has done a good job.** On Halloween, Jen finally got enough chocolate to feel satisfied. When she got the car running again, Melany felt satisfied.
Scared:	Feeling fear; afraid. **You may feel scared when you think something is going to hurt you or something bad is going to happen.** Bill was scared when he saw that his sleeve was on fire. Jeremy is scared he'll flunk.
Smart:	A feeling of having or showing intelligence. **You may feel smart when you think you know a lot.** Minna feels smart when she explains how a motor works.
Stressed:	Feeling pressure. **You may feel stressed when you think you have a lot to do or have to make a tough decision.** Hank feels stressed because he has baseball practice, scouts, and a test tomorrow. Mike feels stressed because he can't decide whom he should invite to his party.
Successful:	A feeling of having done something well. **You may feel successful when you think you have done a good job.** Ken felt successful when he finished building the doghouse and it didn't fall down.
Surprised:	Suddenly feeling wonder. **You may feel surprised when something you didn't expect suddenly happens.** Nadine was surprised to find out that she could run a mile.

Tense:	Feeling tight, worried. **You may feel tense when you think you have to be ready to do something hard.** Nick feels tense when he asks a girl out.
Threatened:	Feeling in danger. **You may feel threatened when you think someone or something might hurt you.** Vickie felt threatened when she heard the thunder.



What feeling is shown on this face? ______________

Torn:	Feeling pulled apart. **You may feel torn when there is more than one choice to make and you can only select one of them.** Tracy feels torn when his parents want him to be one way and his friends want him to be another way.
Upset:	Feeling a little angry, disturbed. **You may feel upset when you think things are not going the way you want them to.** Katie feels upset when her hair won't do what she wants it to.

Used: A feeling of being treated dishonestly.

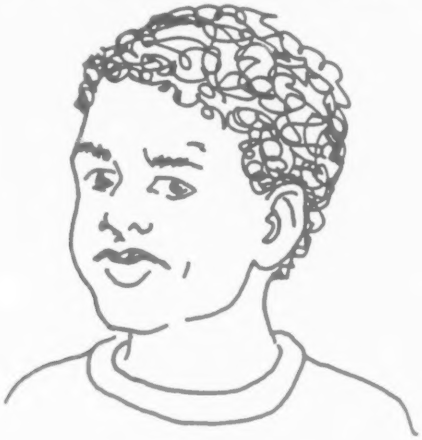
You may feel used when you think someone has acted a certain way just to get something from you.

Al felt used when Carl pretended to be his friend just so he could meet Jan.

Wonderful: Feeling very happy.

You may feel wonderful when something very good has happened to you or someone you like.

Holly felt wonderful when she made a strike in bowling.
Susan felt wonderful when she heard that her dad got a promotion.



*What feeling is shown on this face?*_______________

Worthless: Feeling without value.

You may feel worthless when you think you can't do anything right or that you only cause problems for other people.

After missing three baskets in a row, Amy felt worthless.
Lori felt worthless when she found out that her mom had to walk home because she forgot to put gas in the car.

Adapted with permission from Peak Potential, Inc.

Health Evaluation

When you go to see a doctor or apply for some jobs, you may be asked to fill out a health evaluation form like this one. Read each item and respond as accurately as possible.

I. Personal Data

Name: ____
(Last) (First) (Middle)

Address: ____
(Street)

____
(City/Town) (State) (Zip)

Weight: ____________ Height: __________________ Birthdate: ____________

Home Phone Number: ________________ School: _________________________

II. Present Health Status:

1. How is your general health? Excellent _______, Good _______, Poor ______
2. When did you have your last physical check-up? ____________________
3. Do you have a family doctor? _____ If **Yes**, name and address ____________
   ____
4. Are you currently taking any medication? _____ If **Yes**, list. ______________
5. Are you allergic to any medications? _____ If **Yes**, list. _________________
6. Are you allergic to any food? _____ If **Yes**, list. _______________________

Answer the questions below by checking the **Yes** or **No** box.

		Yes	**No**
1.	Do you need to wear glasses?	☐	☐
2.	Do you have difficulty hearing?	☐	☐
3.	Do you wear a hearing aid?	☐	☐
4.	Do you get colds frequently?	☐	☐
5.	Do you have frequent stomachaches or indigestion?	☐	☐
6.	Do you have trouble sleeping?	☐	☐
7.	Do you have extreme thirst?	☐	☐
8.	Are you frequently depressed?	☐	☐
9.	Do you have dizzy spells?	☐	☐
10.	Are you tired all the time?	☐	☐
11.	Have you ever been in a serious accident?	☐	☐
12.	Have you ever been hospitalized?	☐	☐
13.	Do you have bad reactions to insect bites or bee stings?	☐	☐
14.	Do you think you might ever want to smoke, drink alcohol or take drugs?	☐	☐

Personal Health Facts

Name: ______________________________

Answer each question by marking an "X" in the appropriate box. Use the space on the right side of the page to explain any "YES" answers.

	No	Yes	
1. Do you have any allergies that might limit the types of environments in which you can work?	☐	☐	______________________
2. Do you have any physical disability that would prevent you from lifting or moving heavy objects?	☐	☐	______________________
3. Do you have any sight problems?	☐	☐	______________________
4. Do you need to wear glasses when doing some tasks?	☐	☐	______________________
5. Are you color blind?	☐	☐	______________________
6. Do you have any hearing problems?	☐	☐	______________________
7. Do you wear a hearing aid?	☐	☐	______________________
8. Do you tend to stumble and fall easily?	☐	☐	______________________
9. Do you have limited use of either hand?	☐	☐	______________________
10. Are you slow or clumsy with your hands?	☐	☐	______________________
11. Do you have, or have you had, seizures or convulsions?	☐	☐	______________________
12. Have you had a significant head injury?	☐	☐	______________________
13. Do you have any speech problems that might make it difficult for others to understand you?	☐	☐	______________________
14. Do you become tired quickly so you would not be able to work a full day?	☐	☐	______________________
15. Do you have a reading or learning disability?	☐	☐	______________________
16. Do you require medication for asthma?	☐	☐	______________________
17. Do you require medication for juvenile diabetes?	☐	☐	______________________
18. Do you take any medications on a regular basis that might make it difficult or unsafe for you to work at some jobs?	☐	☐	______________________
19. Do you know of any adaptations or special arrangements that might be made to help you perform a job more easily, more safely, or more efficiently?	☐	☐	______________________

20. If "yes" is your answer to number 19, list the accommodations you will need:

____

____

____

Me and My Shadows

II. COPING SKILLS

It is often necessary during the process of learning to stop and reflect on where students are emotionally. This chapter provides important activities that reaffirm individual gifts as well as define student frustration. These activities are offered in the hope that creative teachers will further expand and enhance their intent.

This chapter is composed of two sections:	Page
Positive Self	81
Understanding Stress	91

Me and My Shadows

II. COPING SKILLS

Section Title: Positive Self

Instructional Goals:

A) to teach students the value of giving and receiving positive feedback

B) to assist students in developing internalized reinforcement strategies

Activities:

Affirmations

The "I Can" Card Game

The "I Can" Can

"Someone Special" Bulletin Boards

Dear Pen Pal

Me, Not Me

Reflections Journal

My Personal Evaluation

Affirmations

When you, the teacher, might use this activity:
Students always benefit from sincere positive feedback.

What might need to be done:
The teacher needs to explain that an "affirmation" is a positive statement about oneself, and a positive train of thought leads to a more positive view of the world. If you want to change yourself, you must change your thinking, which in turn, will change your actions into new and more positive behaviors. Ask students to write a positive statement about something they are good at or something they want to improve upon.

Example: I am a good reader.

Ask student to rewrite or repeat the root affirmation 10-15 times, changing it slightly as they go along.

Example: I am a good reader.
Johnny is a good reader.
You, Johnny, are a good reader.
He is a good reader.

In pairs, have students read their affirmations to a partner. Then have partner read affirmations back to the student.

How might you vary this activity:
To extend this reinforcement, put the names of each student in a can. Everyone then draws a name and writes one short positive affirmation about the named student and does not sign his/her name. Slips of paper go back into the can and are distributed. The target student then adds that additional affirmation to his or her personal list.

Divide the group into pairs. Ask the partners to make two lists:

1. Positive characteristics of myself.
2. Positive characteristics of my partner.

As a group, discuss positive characteristics needed for a person to become socially accepted. Examples: dependability, friendliness, honesty, cooperation, sense of humor, loyalty, etc. As a group, make a list of people you admire. Beside their names, chart the character traits which you think helped this person meet his or her goals.

The "I Can" Card Game

When you, the teacher, might use this activity:
To enhance students' abilities to express positive "I can" affirmations across a variety of areas.

Additional Materials you need to do this activity:
Teacher-made cards

What might need to be done:
This is a game that can be played by an entire class, in small groups, or by two students.

- Print general ability categories on cards. For example, Sports, Music, Reading, Getting Along with Others, Math, Making Friends, Art, Cooking. Make as many cards as number of students in the class.

- In order to play the game as a group:
  The teacher or a student draws a card and reads the category.
  The students respond by writing (or telling orally) a specified number of "I can" statements (relative to that category).

  In the beginning, require only one or two statements per category. Some students will be able to work up to at least five.

  Examples
  SPORTS: I can hit a baseball. I can run. I can play ping-pong. I can do 20 sit-ups.

  GETTING ALONG WITH OTHERS:
  I can be friendly. I can help others. I can follow school rules.

  Note: "I can" statements must be positive and realistic. Unacceptable responses: I can hit my brother, I can jump off the building.

- Use of points for number of responses is optional.

- If a few students are doing all the responding, call on students by name or take turns around the circle.

How might you vary this activity:
As the students progress in this game, require the "I can" statements to reflect something that the student could not do last year (or last month or week) but can do now.

The "I Can" Can

When you, the teacher, might use this activity:
To reinforce positive self-affirmation and as a behavior modification alternative.

What might need to be done:
Decorate a large can or jar and label it "I CAN."

List and explain to the students the specific skills that you want them to master (i.e. relative to behavior, curriculum content, basic skills, etc.). When they have demonstrated that they know the skill and have practiced it successfully, they write the skill on a small card, sign their name and drop the card into the "I CAN" can. The teacher has token treats that students earn. This is also an easy record keeping technique for the teacher.

Examples:

- I CAN describe the work tasks that my mom and dad do on their job.
- I CAN write a good "thank-you" letter.
- I CAN name and describe three career options that I want to know more about.
- I CAN compare two products and explain which is the best buy.
- I CAN tell you why no one should drop out of school.

How might you vary this activity:
Take the skills directly from the student's IEP or a checklist evaluation tool that students are to work towards.

The "Someone Special" Bulletin Board

When you, the teacher, might use this activity:
To target and reinforce individual student strengths, to allow students to learn how to give as well as take positive feedback.

What might need to be done:
Allow each student to have a week to be "Someone Special." The teacher discusses positive qualities and abilities; friendliness, neatness, athletic ability, kindness, generosity, helpfulness, patience, musical talent, artistic ability, etc. Randomly select a student to be "someone special" for a week. Place student's name and picture (snapshot/self-portrait) in center of large poster board to be displayed in classroom. The class will design and complete a bulletin board or large poster about the selected individual. Each student must contribute and participate in a positive way. Have class cut out positive words or pictures that relate to the special student. Add to the poster throughout week. Give the poster to student at end of week.

Dear Pen Pal

When you, the teacher, might use this activity:
This activity will permit the child to compare the way he views him/her self with the ways in which someone else sees him/her.

Additional Materials you need to do this activity:
3 X 5 ruled cards

What might need to be done:

- Begin discussion with "What is a pen pal?" Is it necessary to know someone personally before you can exchange letters with him or her?

  Ask the students to pretend that they have a new pen pal whom they have never seen. Ask: What kinds of things would you like to know about your pen pal?

  (What he/she looks like, what he/she likes or doesn't like to do, how he/she feels about things, i.e., what personality traits he/she has) What words or phrases might he/she use to describe himself or herself?

  tall
  kind
  shy
  attractive
  friendly
  a good listener
  likes to swim
  helpful
  athletic
  likes to read mystery books
  a leader
  doesn't like math

  Do you suppose your make-believe pen pal would like to know the same things about you?

- Give each student a 3x5 ruled index card. Ask students to paint a "word picture" of themselves by thinking of as many words or phrases as they can to describe themselves. Ask students to write three words/phrases on the cards.

- Divide the students into pairs and allow them to share their cards with each other. As each student reads his/her list of personal characteristics, have the other child tell whether or not s/he agrees with the first child's description of him/herself.

- Through discussion help students realize that others do not always see us as we see ourselves. Discuss why this is true and allow them to express opinions as to which viewpoint they feel is the most valid. Encourage students to be aware of the need for feedback from others about self and the importance of that feedback in making later choices about life styles and careers.

- From the information on their card, ask the students to write a letter to the new pen pal.

How might you vary this activity:
Exchange names with another class in another school.

Me, Not Me (Worksheet page 87)

When you, the teacher, might use this activity:
To help younger students discover differences between how they see themselves and how they appear to others.

Additional Materials you need to do this activity:
Teacher-made personal characteristic cards, one set per student.

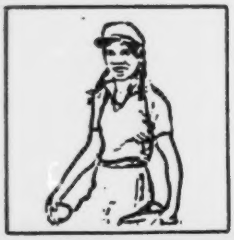
What might need to be done:

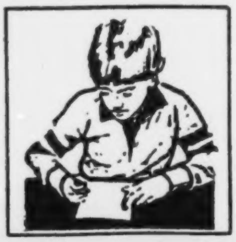
- Ask students if they can describe how they themselves look in a single word. Have them to write the word on a slip of paper. Stress that the word should describe an attractive feature.
- Is one word enough to use to identify a person? Probably not. Ask students to write as many more single words as necessary to describe their own physical features.
- Note that it is fairly easy to find words that describe physical appearance, but that it is more difficult to find the right words that describe what we are like inside - that is, our personality traits.
- Each student has his or her own laminated chart and picture cards.
- Ask a few volunteers to read the words on their cards while you list them on the chalkboard. Discuss each word and its meaning briefly. Define abstract words like:

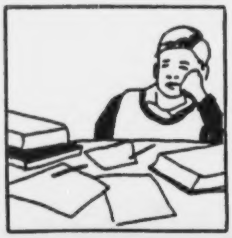
orderly	moody	unreasonable
boring	changeable	

- As they sort through teacher-made picture cards, each student places the cards on their chart according to how they see themselves. Encourage students to be honest about themselves as they sort the cards. Emphasize that it is not immodest to recognize their own positive characteristics.
- Ask students to share their work with a partner, explaining why they placed each card in a particular column.
- Ask students: Did you learn something about your partner you didn't know already? Do we always see ourselves the way others see us?
- After sorting and identifying personal characteristic cards, students copy them on a three column work sheet just as on their chart.
- Now allow each student to choose a partner. This time have students sort cards the way they see their partners rather than the way they see themselves.
- Encourage more discussion of the differences in the way they see themselves as compared to the way others see them.

ME	?	NOT ME







Reflections Journal

When you, the teacher, might use this activity:
To reinforce positive reflective thinking skills, to reinforce student's accomplishments.

Additional Materials you need to do this activity:
Journal-type notebooks

What might need to be done:
Each day or periodically, students are asked to make entries in their notebooks of things they want to remember: inspirational gems, affirmation statements, or short incidents of personal success they experienced during the day.

Discussion questions which may guide students to greater self awareness might include:

What did I learn yesterday that I did not know before?
Describe one nice thing that happened to me yesterday.
What have I done for someone else at home or school in the past week?
What did I see or hear yesterday that I did not like?

How might you vary this activity:
These journals are great to refer to when the student is having a "down day." The teacher can point out that on (certain date) the student had a real success. "This, too shall pass. You have concrete evidence that you can be a winner."

My Personal Evaluation (Worksheet page 89)

When you, the teacher, might use this activity:
To carry students further into self-awareness.

What might need to be done:
Ask students to answer questions on the worksheet individually. Some statements may require further explanation. If the answers are to be shared with the class, they should be voluntary.

My Personal Evaluation

Name: ______________________ Date: ________________

This is a "Self-Help Check-Up"
There are no right or wrong answers. Only YOU can know what is right for you. This is your own personal guide to self-discovery. Answer these questions as honestly as you can.

Am I my own best friend? ____

How could I treat myself better? ____

What are my strengths, my best points? ______________________________

What faults or weaknesses am I willing to work on? ______________________

What small thing could I begin to work on today to start my self-improvement? ______

Do I **really** love myself? __________ Do I love others? ____________

Write the name of someone you love: ______________________________

Do I have friendships with others? __________

Write the name of a friend: ______________________________________

What small thing could I do now that could start or improve a friendship? ________

What is my opinion of the way my body looks? ______________________

What are my best health habits? ________________________________

What are my worst health habits? ________________________________

What small thing could I do now that could improve my health? __________

Am I happy with how things are going in school? ____________________

What could I do to improve my school situation? ____________________

Me and My Shadows

II. COPING SKILLS

Section Title: Understanding Stress

Instructional Goals:

A) to acquaint students with the language used to express frustrations and stress

B) to assist students in exploring options to cope better with uncertain and/or confusing situations

Activities:

Self Scale

Frustration Graph

Defining Stress

Do You Create Stress?

Finding Solutions

What's the Best Way?

Explore Leisure Time

Mystery Leisure

Self Scale/Frustration Graph (Worksheets pages 93-94)

When you, the teacher, might use this activity:
When an individual student is struggling with personal conflicts/frustrations and the teacher needs a way to unlock those issues. Ask the child to graphically represent where his frustration levels are. Discuss the areas of anger, and what triggers that anger. The teacher can also use these tools to initiate discussion of student difficulties, the reason for those difficulties and identify some coping skills to manage stress.

Defining Stress (Worksheets I, II and III pages 95-97)

When you, the teacher, might use this activity:
As the situation warrants, to assist students in labeling their feelings/frustrations appropriately.

What might need to be done:
Discuss the concept of stress as a natural part of life. Explore with students both good and bad stress, how these feelings motivate or detract from completing tasks. Ask students to fill in the worksheet; provide definitions of terms in Part I.

Students may wish to refer to the feelings dictionary found on page 63-75

Do You Create Stress for Someone Else? (Worksheet page 98)

When you, the teacher, might use this activity:
Students often need gentle prodding to take ownership of their behavior. This activity allows the teacher to explore student awareness of the impact of their behavior on others.

What might need to be done:
Introduce and discuss "ownership" concepts with students, being careful not to purposefully or unnecessarily generate feelings of guilt.

The teacher should discuss a personal example of when someone (mom/dad, a friend) caused stress in his/her own life, how that stress affected his/her actions and/or behavior, how the situation was finally negotiated and resolved. Ask students to individually fill in the worksheet; ask volunteers to share their responses.

STUDENT SELF-SCALE

Mark the spot on the line that represents how you see things:

Draw a circle
to show where things
are right now . . .

Put an X to
show where you
would really like to be . . .

FAMILY Not Good . . . . Best

GRADES Not Good . . . . Best

FRIENDS Not Good . . . . Great

PEERS Not Good . . . . Great

BODY Not Good . . . . Great

PERSONALITY Not Good . . . . Great

HOW SMART I AM Not Very . . . . Very

FRUSTRATION GRAPH

Mark the spot on the line that shows where you are right now.

Generally, I feel 0 1 2 3 4 5 6 7 8 9 10 about my life.

0	5	10
Super Frustrated	OK	Really Great

FRUSTRATION

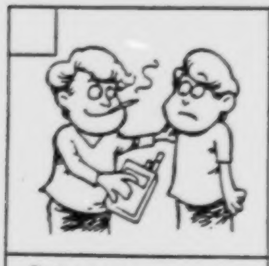
I. Defining Stress

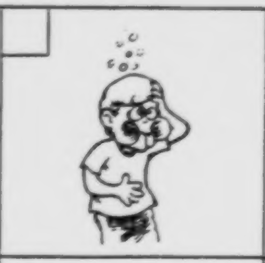
To be stressed is to feel pressure. Different situations create different levels of stress for different people. Not all stress is bad; sometimes stress is what makes us more productive and better workers. Identify the feelings you would probably have in the situations given below. You might respond with more than one feeling to a situation.

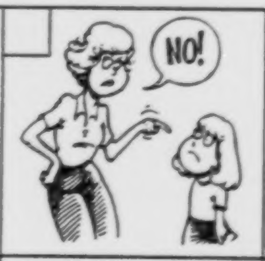
		SITUATION		FEELING
1.	____________	you have just moved into a new neighborhood	a.	embarrassment
2.	____________	you are going to speak in front of the entire class	b.	anger
3.	____________	you have little time in which to complete three lengthy homework assignments	c.	frustration
4.	____________	you have broken your mom's favorite antique and are unsure what to do next	d.	nervousness
5.	____________	your friends have made fun of how you look	e.	loneliness
6.	____________	a friend needs help and you are unwilling to assist at this time	f.	impatience
7.	____________	a friend is late for school and you are going to miss the bus if s/he does not come soon	g.	boredom
8.	____________	your parent will not let you go to the dance to which everyone else is going	h.	overwhelmed
9.	____________	your friends are busy this weekend and you are left at home by yourself with nothing to do	i.	guilt
10.	____________	You have tried out for the school choir three times and have not been selected.	j.	contentment
11.	____________	Your pet is very sick and must stay at the vet's.	k.	failure
12.	____________	It is Friday afternoon, you are going roller skating with your best friend, and your mom just handed you a $5 bill.	l.	joy
13.	____________	Your dad just announced that he has won the lottery.	m.	sad

II. Defining Stress

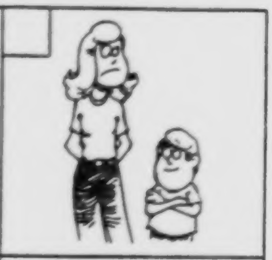
Decide which situations *you* think would make you feel the worst. Number the pictures. Use 1 for the worst that can happen. Use 12 for the least difficult situation.

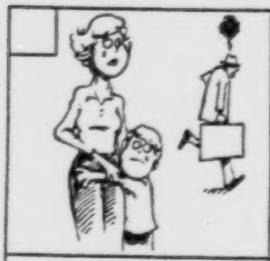
☐ 
Being pressured to try something new

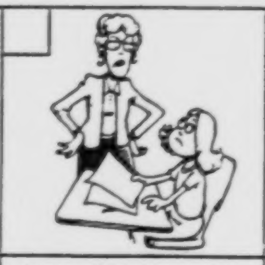
☐ 
Feeling sick

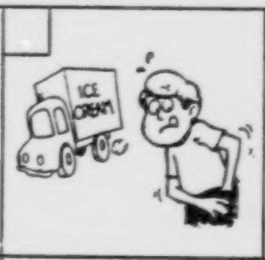
☐ 

Fighting with parents about house rules

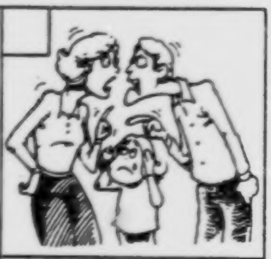
☐ 
Being overweight or bigger than others your age

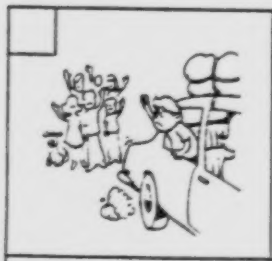
☐ 
Having parents separate

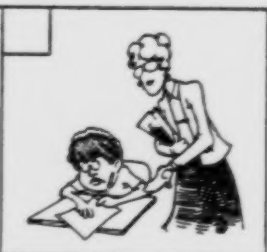
☐ 
Not getting along with your teacher

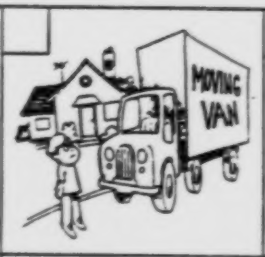
☐ 

Not having enough money to spend

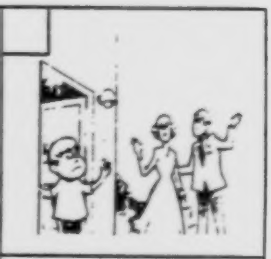
☐ 
Having your parents argue in front of you

☐ 
Changing schools

☐ 
Not having homework done on time

☐ 

Moving from one place to another

☐ 
Not spending enough time with your mom or dad

Answer these questions:

1) Number _____ is the least difficult situation because ______________________

____

2) Number _____ is the worst situation because ______________________

____

Adapted with permission from Decision Making: Survival Skills © 1985 Educational Insights

III. Defining Stress

How would you rank the following situations? Number each situation below with the number that represents how you'd feel.

Put "1" on the line if the situation is *highly* stressful.
Put "2" on the line if the situation is *somewhat* stressful.
Put "3" on the line if the situation is *not* stressful at all.

______ a. Introducing yourself to a stranger at a party.
______ b. Asking a parent for money.
______ c. Apologizing for being wrong to a friend.
______ d. Camping in the woods for three days.
______ e. Flying in an airplane.
______ f. Taking a test at school.
______ g. Speaking to a large group of people.
______ h. Shooting the basketball with two seconds left in a tied game.
______ i. Getting an injured arm examined by a doctor.
______ j. Attending the funeral of a grandparent.
______ k. Hearing that your parents are getting a divorce.
______ l. Attending the first day of class at a new school.
______ m. Handing in an assignment late.
______ n. Being sent to the office for bad behavior.
______ o. Going shopping for clothes.
______ p. Having a really bad nightmare.

STRESS

Do You Create Stress for Someone Else?

Sometimes our behavior causes stress in other people's lives. Identifying such behavior allows us to make changes which result in better relationships with others.

Do people sometimes find it necessary to cope with you?

Think of a situation in each category where you have been the cause of stress for others. Briefly describe each situation below.

At School: ____

____

____

At Home: ____

____

____

With Friends: ____

____

____

Finding Solutions (Worksheet pages 100-101)

When you, the teacher, might use this activity:
As students become more familiar with defining "stress," they need to develop and practice coping skills. This exercise provides the opportunity to model appropriate problem-solving strategies. Teachers unfamiliar with standard conflict-resolution and problem-solving approaches should seek additional information from their professional library.

What might need to be done:
Discuss the following stressful situations on the *Finding Solutions!* worksheet and ask students to write brief possible solutions to each problem. Teachers may want to pass out just one page at a time to better control discussion. Write on the board summaries of students' responses and model appropriate problem-solving.

How might you vary this activity:
Role play both a poor solution to the problem, and a better or best solution to the situation.

Divide into teams. Give the same stressful situation to each team. Each team presents or roleplays for the class their group solution to the problem.

Finding Solutions!

Please read each story carefully. Write a phrase or two to tell what you would do . . .

Foreign Foods
You are invited to a new friend's house for dinner. When you sit down with the family to eat, you discover the entire meal consists of foods you absolutely cannot stand! What could you do?

____

____

Loss of a Friend
Your best friend suddenly begins to ignore you and starts spending time with someone else. You thought the situation would be temporary, but you realize your friend no longer values your friendship. How would you deal with this situation?

____

____

Birthday Blues
You have invited several friends for a party to celebrate your birthday. On the morning of the party, however, your mom wakes up very, very ill with the flu. What can you do?

____

____

Boredom
It is a stormy Saturday. You are home and unable to talk with your friends because telephone and electrical wires will be out of use for several hours. The TV and radio are also out of order. Tell how you would go about enjoying this unusual Saturday afternoon.

____

____

Write Your Own

____

____

Late for Dinner
You stop to chat with a friend after school and lose track of the time. As a result, you miss the bus you usually take home. What are three courses of action you could take?

Sibling Rivalry
You seem to be constantly fighting with your brother (or sister). You have been quarreling so much, fighting has become a part of your daily routine. Can you suggest three possible ways to change this pattern.

Keep Your Head
You finally gave in to your parent's pleading and got a haircut. You dozed off in the barber's chair and didn't realize what he was doing. Your hair now is a mess, and you know you'll be teased when you show up at school tomorrow. What can you do?

Baseball Dilemma
Your class has planned a picnic. One of the activities being planned is a softball game. There are just enough members to form two teams. You are absolutely awful at softball. What can you do?

Adjusting to Newness
You move to a new home on a new street in a new town. You attend a new school where you must make new friends. What are some ways you could cope with all this newness?

Write Your Own

What's the Best Way?

When you, the teacher, might use this activity:
When teaching skills in problem solving, making choices, finding alternative solutions.

What might need to be done:
Introduce this activity by presenting the group with problem situations (depicted in pictures or written on cards.)

> Next month the circus is coming to town. Three days after it closes, the ice follies will be at the arena. Mother and Dad say the family can go to one event or the other, but not to both. Bill wants to got to the circus and Mary prefers the ice follies. Janey will have her 11th birthday next month, so they have asked her to decide. But Janey says that would be like choosing between Bill and Mary and she refuses to make the decision. What to do?

> While doing son John's laundry, Mom empties his pockets and finds $5. The same amount disappeared from her purse two days ago. She speaks with Dad, saying "Should we even ask him if he took it - or does that mean we don't trust him?"

> Mark had trouble for one semester in Math. His parents agreed to reward him with something he "really wants" if his grades improve. Last semester Mark got A+ in Math and showed his parents an ad for a minibike. It's on sale and he's wanted one for more than a year. The problem is that Dad has been out of work for six months and money is very low.

After each situation ask the students, "What is the ONE way to solve this problem?"

As the students begin to disagree on an appropriate response, stop the discussion and divide them into groups. Suggest that there might be more than one appropriate answer. After group discussion, ask each group to give their solution to the problem while the teacher lists all the alternative solutions on the chalkboard.

How might you vary this activity:
Give each group a different problem. Each group writes or presents as many alternatives to reaching a solution as they can. Then as a large group, discuss the alternatives the small groups have listed and reach consensus on the most appropriate alternative.

Explore Leisure Time

When you, the teacher, might use this activity:
Students need to understand that leisure activities can be used to balance stressful times. Teachers should explain that frustration and anger caused by stress can and should be used productively rather than destructively.

What might need to be done:
Leisure time activities involve those personal skills and interests that increase life enjoyment outside work hours including hobbies, exercise, games, sports and community service.

The class should be led in a discussion of the value of both using leisure time wisely and relieving stress through exercise. Make a list with the class of all the places in the community where they can participate in free activities or low cost activities.

Plan a leisure time activity that the class would like to participate in and then do it as a class field trip.

Invite a representative from the local recreation district in to talk about recreational activities in the area.

Mystery Leisure

When you, the teacher, might use this activity:
After learning about leisure time activities, this activity allows students to share ideas.

What might need to be done:
Can students tell who's who in a small group with only their favorite leisure time activities as a clue?

This can be done with small groups. Each participant writes his/her five favorite leisure time activities on an index card. Handwriting should be disguised and no names put on the cards.

When all the cards are completed, put them in a stack and shuffle well. Divide the class into two teams. Each chooses a card and reads it aloud to his/her opposing team member. The students then try to match the list with the person who wrote it. (He/she is not allowed to be helped by other team members.) One point goes to the team who identifies the descriptor.

How might you vary this activity:
Divide group into pairs. Each pair uses one sheet of paper folded in half. On one side, a partner writes all of the things he/she likes to do in his/her leisure time (30 second time limit). Then the other partner does the same on the other half of paper. The two partners then open their paper and draw circles around each activity that is the same. In this way, students can see how they are alike in choosing leisure time activities and also how they are different in their interests.

Me and My Shadows

III. GOAL SETTING AND TIME MANAGEMENT

Youngsters at elementary levels have difficulty recalling past events as well as projecting into the future. Youngsters at this age have equal difficulty conceptualizing their role in the problem-solving process. This chapter is designed to develop student appreciation for the responsibilities and commitments made in day-to-day living.

This chapter is composed of two sections: Page

Time Management and Planning 107

Where Am I Going? How Will I Get There? 123

Me and My Shadows

III. GOAL SETTING AND TIME MANAGEMENT

Section Title: Time Management and Planning

Instructional Objectives:

A) to assist students in developing reflective and projective thinking strategies

B) to assist students in mastering the fundamental concepts inherent in time management

C) to develop and reinforce in children our cultural belief system which emphasizes wise use of time

Activities:

Ten Steps
Let's Make a Timeline
My Self-evaluation Work
Specific Time Counts
Time Management Plans
To Do Lists

Ten Steps (Worksheet page 109)

When you, the teacher, might use this activity:
To teach students "rules" to help organize themselves and maintain a desire for new learning.

What might need to be done:
The teacher should formally present the ten steps (overhead, board, bulletin board display), and briefly discuss each one. Follow-up may involve the presentation of strategies for notebook use (including finding the notebook in a designated spot, remembering to enter information in it, deciding what information is noteworthy, etc.)

How might you vary this activity:
The ten steps should change to meet the specific needs of students.

Let's Make a Time Line (Worksheet page 110)

When you, the teacher, might use this activity:
When setting goals to assist students who appear to have no idea what they like, want to do, or are interested in.

What might need to be done:
Ask students to list ten of the really memorable moments in their lives on their worksheets. Start with when they were a babies and work up to the present day. Take about 15 minutes; when they are through, look over what has been written. Then ask students: Were there times when something came out just the way you wanted it to? Ask them to circle/put a star next to those events. Why did these events occur? What did they do to help that event to occur? How did they contribute to its success? Discuss the patterns that can be seen across student self-reports. Discuss the strategies students have used which have resulted in success - write these on the board for review. Point out that oftentimes, the strategies that worked in the past can help people set goals presently and for the future.

How might you vary this activity:
Ask students to write a very short paragraph about the very first memory that they have as a child. Be certain that they understand that they are to really remember the experience and not mistake it with something that someone told them.

Ten Steps for Students to Help Themselves

1. Keep a small notebook with you at all times.
2. Make a schedule for homework and record it in your notebook.
3. Write in your notebook what you want to remember.
4. Learn what your strengths are and use those strengths to learn best.
5. Know about two behaviors that upset you and what you can do.
6. Try for one success each day at school or home.
7. Find an adult with whom you can relate and talk with him/her when necessary.
8. Find your own mistakes and correct them.
9. Be persistent in finding answers to your questions.
10. Learn one new spelling word each day and record it in your notebook.

Study, practice and apply these ten steps daily.

Everyday, take the time to evaluate how you're doing!

Let's Make a Time Line

Toddler Age: Birth - 2	Preschool - Kindergarten Age: 2-6	Primary Grades Age: 6-9	Intermediate Grades Age: 9-12

My Self-Evaluation Work (Worksheet page 112)

When you, the teacher, might use this activity:
To give students the responsibility (and power) to evaluate themselves on school related behaviors.

What might need to be done:
Using the worksheet, ask students to evaluate themselves on their behaviors: coming to school every day on time, bringing a pencil to class, turning in homework on time, etc. The students fill out the chart by checking "always," "usually," "sometimes," or "never" next to each behavior. Collect the charts. The students keep weekly charts, recording their perceptions of their actual behaviors. Encourage the students to be honest!

At the end of two weeks, have the students compare two charts to see if they can accurately evaluate their performance.

How might you vary this activity:
Work with students individually on areas where improvement is needed.

Offer praise for good performance and improvement.

This activity can be continued for a few weeks or for an entire semester.

Attach a number value to each level (always = 4 points, usually = 3 points, etc.) and have students work toward increasing their scores.

Should a student's self-evaluation be significantly skewed from teacher observation, teacher and student might each begin to fill out forms over a two to three week period. The teacher should then privately and gently address discrepancies in self-perception.

My Self-Evaluation Work

Daily Self-Evaluation

Name ______________

How do you rate yourself in the following areas? Put a (✓) to tell how often you:	Always	Usually	Sometimes	Never
1. Come to school every day				
2. Come to school on time				
3. Bring a pencil/pen to class				
4. Participate in class discussions				
5. Turn in homework on time				
6. Finish classwork on time				
7. Get along with students*				
8. Get along with teachers*				

Weekly Self-Evaluation

Name ______________

Put a (✓) each day you:	Monday	Tuesday	Wednesday	Thursday	Friday
1. Come to school					
2. Come to school on time					
3. Bring a pencil/pen to class					
4. Participate in class discussions					
5. Turn in homework on time					
6. Finish classwork on time					
7. Get along with students*					
8. Get along with teachers*					

*Determined by following class and school rules. No problems with talking inappropriately, name calling, etc.

Specific Time Counts (Worksheets pages 114-115)

When you, the teacher, might use this activity:
After teaching the concepts of time management and organizational skills, to further expand and enhance such concepts realistically.

What might need to be done:
Ask students to keep records of how they use their time for one week. Inform the parents ahead of time that they will be keeping a record of how they use their time. Explain the importance of parental assistance.

Have enough copies available for each student for one week. Demonstrate to the students how the charts are to be filled out. They should list general activities; they should not get bogged down in details. Have the students fill out a daily chart and return it to school the next day placing them in the individual folders.

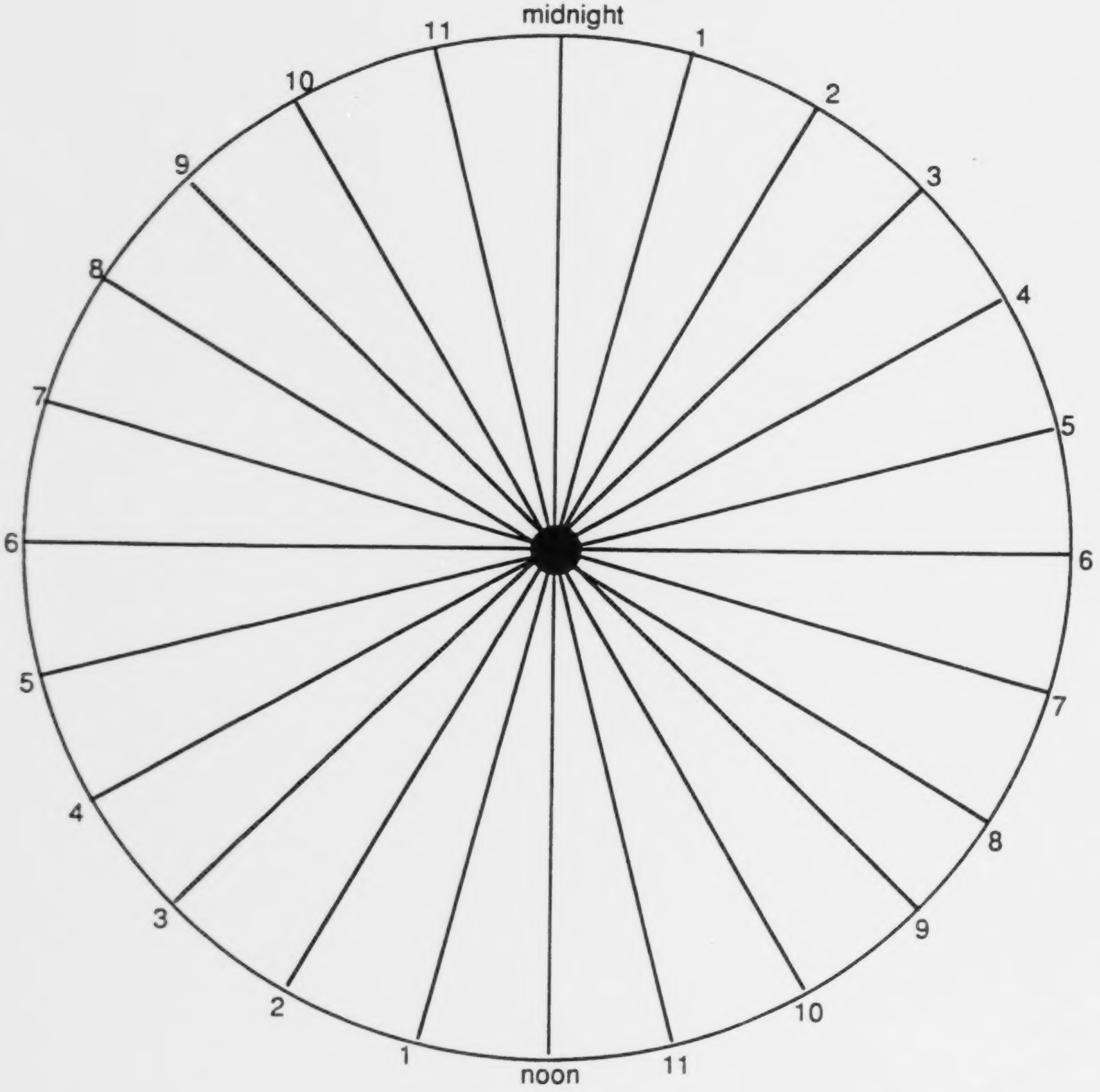
When all charts are completed, the student reviews the information and outlines "leisure time" with a brightly colored pen; then using different colors, outline "study time", "meal time", "school time". Focus on the distribution of colors and help students analyze how they are using their leisure time, study time. Ask students to complete the "How I Spend My Time" summary sheet. Discuss how time allocations may change as students get older.

How might you vary this activity:
Adapt this activity to the ability of your students; you may only want to do this for one day, a weekend, or only during school hours.

Ask students to prioritize their daily activities. That is, put a one by the activity they most value, a two by the activity they value next, etc.

Adapted with permission from Learning Innovations, Colorado Department of Education, 1989

Specific Time Counts
Daily Circle for ________
date


midnight
1
2
3
4
5
6
7
8
9
10
11
noon
1
2
3
4
5
6
7
8
9
10
11

Each section of the circle represents one hour of the day. Mark off the circle in sections showing the amount of time you spend doing various activities throughout the day.

Specific Time Counts
How I Spend My Time

Name:

I spent the most time ______________________________

The time I enjoyed the most was spent ____________________

The time I enjoyed the least was spent ____________________

The most useful thing I did was ________________________

I wasted my time when I ___________________________

If I could use my time anyway I pleased, I would spend more time ______

____

I spent ______________________________ watching T.V.

Time Management Plans (Worksheets pages 117-120)

When you, the teacher, might use this activity:
To emphasize time management and organizational skills.

What might need to be done:
The following are samples of time-management charts.

Direct teaching of time management principles is a wise instructional decision. Time management is the ability to understand the interdependent relationship between time and daily activities, and the ability to utilize this awareness in planning.

Skills in time management include:

- telling time
- prioritizing activities and tasks
- manipulation of time in scheduling simultaneous activities
- use of leisure time

Teachers should adapt these charts in helping children plan daily or weekly assignments. Allow students to see visually and graphically exactly how they use their time.

Using their charts, ask students how they might make better choices and how they might use their time to accomplish goals or explore new interests. Ask how activities and responsibilities might be grouped and/or prioritized to save time.

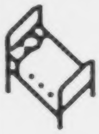
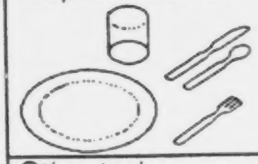
To Do List (Worksheets pages 121-122)

When you, the teacher, might use this activity:
To teach the concept of daily reminders, to introduce prioritization of needs, requirements vs. wants.

What might need to be done:
The teacher might begin his/her explanation of a "to-do" list by relating it to his/her own experience as an adult; how easy it is to forget responsibilities, how easy it is to do what we like to do first. Ask students to generate their own "to-do" list and discuss at the appropriate age-related level.

Tasks I Do At Home

Write down how much time you spend each day doing the following activities:

	Mon	Tues	Wed	Thurs	Fri
Take out trash 					
Feed pet 					
Put away clothes or toys 					
Make bed 					
Help with dishes 					
Other tasks					

My Television Viewing

How much time do you use watching TV or videos?
Each day, color in the block of time under the correct day for the television programs you have watched.

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Sat	Sun	
3:00 pm										9:00 a.m.
3:30										9:30
4:00										10:00
4:30										10:30
5:00										11:00
5:30										11:30
6:00										12:00
6:30										12:30 pm
7:00										1:00
7:30										1:30
8:00										2:00
8:30										2:30
9:00										3:00
9:30										
10:00										
10:30										

What kinds of things might you do instead of watching television?

1. ______________________________
2. ______________________________
3. ______________________________

My Daily Time Graph

	6:30 to 7:00	7:00 to 7:30	7:30 to 8:00	8:00 to 8:30	8:30 to 9:00	9:00 to 9:30	9:30 to 10:00	10:00 to 10:30	10:30 to 11:00	11:00 to 11:30	11:30 to 12:00	12:00 to 12:30	12:30 to 1:00	1:00 to 1:30	1:30 to 2:00	2:00 to 2:30	2:30 to 3:00	3:00 to 3:30	3:30 to 4:00	4:00 to 4:30	4:30 to 5:00	5:00 to 5:30	5:30 to 6:00	6:00 to 6:30	6:30 to 7:00	7:00 to 7:30	7:30 to 8:00	8:00 to 8:30	8:30 to 9:00	9:00 to 9:30	9:30 to 10:00	10:00 to 10:30	10:30 to 11:00	Total Hours
Riding a Bike																																		
Visiting a Doctor																																		
Visiting a Dentist																																		
Doing Nothing																																		
Listening to Music																																		
Doing Chores at Home																																		
Sports																																		
Watching Television																																		
Doing Homework																																		
Playing																																		
Practicing Music, Dance																																		
In School Learning																																		
In School Playing																																		
Traveling to and from																																		
Eating																																		
Sleeping																																		

A Weekly Time Log

Fill out your present weekly schedule. Be sure to include sleeping time, eating time, class time, job, social time (friends or recreation), time with family, time alone, and study time.

	Mon	Tue	Wed	Thur	Fri	Sat	Sun
Morning 6:00 - 7:00							
7:00 - 8:00							
8:00 - 9:00							
9:00 - 10:00							
10:00 - 11:00							
11:00 - 12:00							
Afternoon 12:00 - 1:00							
1:00 - 2:00							
2:00 - 3:00							
3:00 - 4:00							
4:00 - 5:00							
5:00 - 6:00							
Evening 6:00 - 7:00							
7:00 - 8:00							
8:00 - 9:00							
9:00 - 10:00							
10:00 - 11:00							
11:00 - 12:00							
Morning 12:00 - 6:00							

DO IT TODAY

Write out a schedule for the day. Now, star (☆) those items that you MUST do. At the end of the day, ask yourself: were your goals completed? What interfered with the completion of your goals? If your goals were accomplished, reward yourself!

Date ____________________ Completed

______________________________ ☐

______________________________ ☐

______________________________ ☐

______________________________ ☐

______________________________ ☐

______________________________ ☐

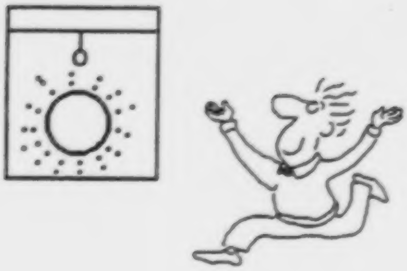
______________________________ ☐

______________________________ ☐

______________________________ ☐

To Do List

TOP OF THE LIST



BOTTOM OF THE LIST

Me and My Shadows

III. GOAL SETTING AND TIME MANAGEMENT

Section Title: **Where Am I Going?**
How Will I Get There?

Instructional Goals:

A) to assist students in developing task-analysis skills

B) to assist students in becoming independent, self-motivated, self-regulated, responsible problem-solvers

Activities:

Setting My Own Goals

Contracts are Cool

Setting My Own Goals (Worksheets pages 125-128)

When you, the teacher, might use this activity:
To advance students' introspective abilities, to allow them to evaluate choices in terms of consequences and determine appropriate steps to attain their reward.

What might need to be done:
This activity is presented through three worksheets; the first two to be used in planning, the last as an evaluation tool. Teachers might bring into discussion recent events that further illustrate concepts such as "consequences" and "responsibilities". Individual work should be shared with the large group on a voluntary basis only.

A second example deals with a goal around grades. Let's say your goal is to get a B or better in Math this grading period. But you don't really feel like doing the homework you need to. Pretty soon you discover that you really don't know what's going on in class. What are the consequences of not reaching your goal? What will happen now? What will happen six months from now?

Setting My Own Goals

Part I

Let's talk about the "consequences" of not following through on personal responsibilities and personal goals.

Whose problem will it be?

Let's use planning for a class field trip as one example. The consequence of forgetting your field trip permission form will only affect *you*. You won't be able to go on a neat experience.

Let's list five daily responsibilities at home or school on the chart below. Then list the consequences of not following through, and identify *who* will be affected by your irresponsibility.

Responsibility	**Consequence**	**Who is Affected**
Examples:		
1. Feed pets	Dogs go hungry and bark	Dogs Neighbors
2. Homework	Lower grades	
3. Return field trip permission form		
4.		

Part I

Setting My Own Goals

Let's list five daily responsibilities at home or school on the chart below. Then list the consequences of not following through, and identify *who* will be affected if you do not follow through with your responsibilities.

Responsibility	Consequence	Who is Affected

Date ________

My short range goal is:

I plan to accomplish this by doing the following things:

My long range goal is:

I plan to accomplish this by doing the following things:

Setting My Own Goals

Part III
Goal Setting Worksheet

	Goal	Goal	Goal
Expected level of estimated attainment 100% ? 50% ?			
Attained by date:			
Not - attained date:			

Each Scoring Session - Dates:
Fraction attained:

End of Term - Percent attained:

Name

Contracts are Cool (Worksheets pages 130-141)

When you, the teacher, might use this activity:
To help students set personal goals, academically, vocationally, socially or behaviorally; to provide positive reinforcement for mastered skills and achievement, to foster projective thinking and a greater sense of responsibility.

What might need to be done:
The teacher will need to model the type of thinking underlying a contract. Design a simple contract for a pair of students or team of students around attainment of a short-term goal. The handouts which follow should be used to support direct instruction.

1. Determine what the goal should be.
2. Make a plan.
3. Write the plan on the contract.
4. Set the review dates and deadline dates.
5. Establish rewards/awards.
6. Teacher and target students sign the contract.
7. Implementation begins.
8. Re-evaluate contract periodically before completion dates.
9. Evaluate on deadline date to determine if goals were achieved or new contract is necessary.

Contracts are personal and should be highly motivating. The interest level of the contract should appeal to the age of the student.

First contract:	Teacher develops.
Second contract:	Teacher and students develop together.
Third contract:	Students write their own contract for goal setting.

The following contract samples were selected because they (1) require team work for accomplishment, and (2) present alternative and sequential steps for contract completion. Both of these aspects will assist students in learning problem-solving skills.

Contract Samples adapted from:
Innovative Educational Systems,Joyce Kofeldt

Contracts are Cool

HAZY GOALS PRODUCE HAZY RESULTS, SO CLEARLY DEFINE YOUR GOALS:

- WRITE THEM DOWN
- MAKE A PLAN FOR ACHIEVING THEM

THEN

- SET A DEADLINE

THEN

- VISUALIZE THE INITIAL RESULTS

THEN

- GO AFTER THEM

DON'T LOOK BACK UNLESS YOU WANT TO GO THAT WAY

IF YOU DO WHAT YOU'VE ALWAYS DONE YOU'LL GET WHAT YOU'VE ALWAYS GOT

Contracts are Cool

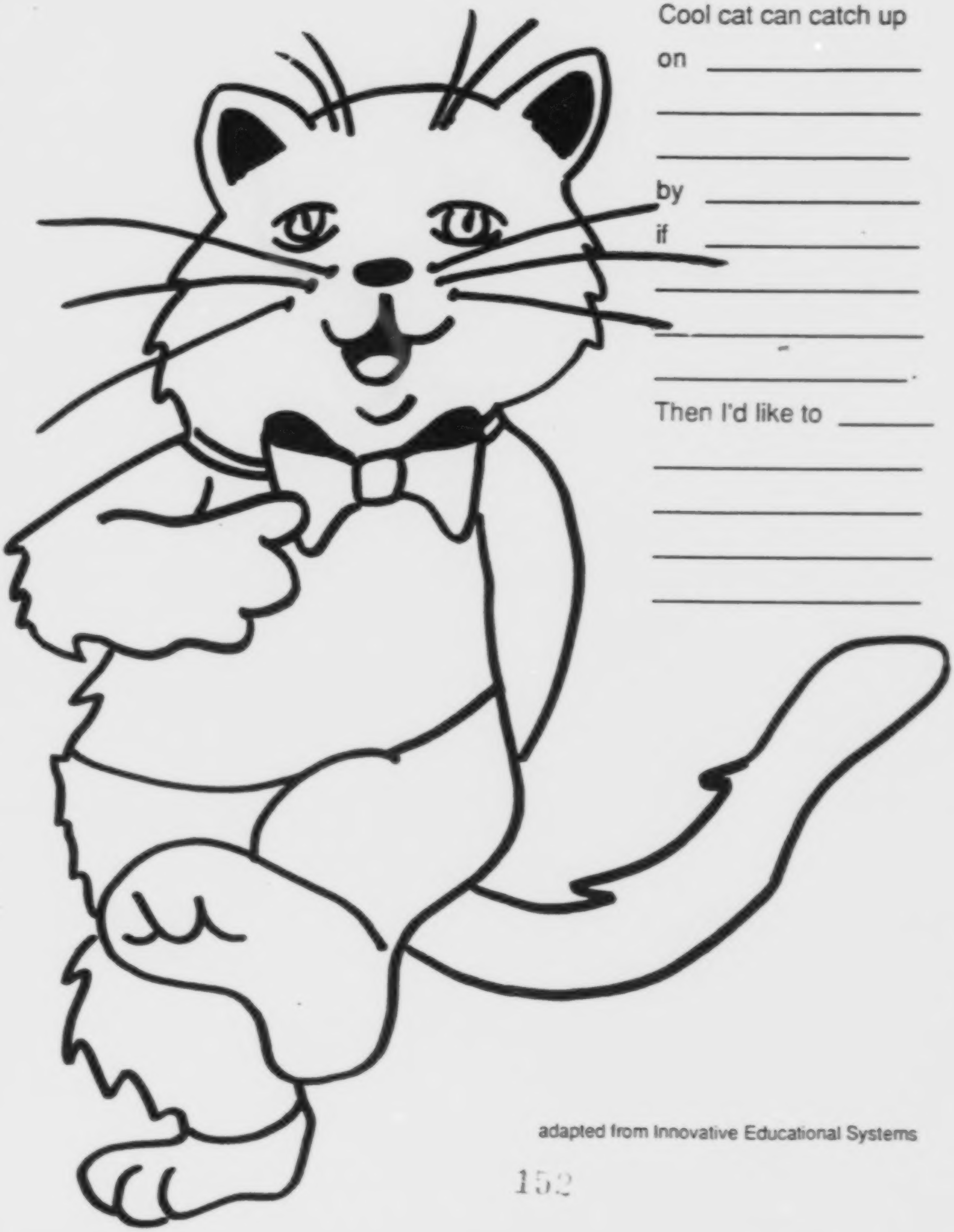
BEFORE writing your own contract and AFTER thinking about what your contract plan can do for you, answer these three questions:

1. **Is your goal really yours?**
   Do you feel that you *should* have it? Do you *really* want it? Or is it a goal that a parent, friend, teacher, etc. feels would be best for you?

2. **Are you really willing to do whatever needs to be done to get it?**
   Or do you want the end result or condition to exist in the easiest possible way? Remember that faith without action is meaningless.

3. **Is your goal realistic?**
   It does no good to desire to be a nuclear physicist if you hate math and science; or a professional football player if you can't remember formulas or plays and are undisciplined about practicing; or a famous rock star if you don't understand the science of music. Miracles are sometimes hard to come by.

Reach for the stars, but keep your feet on the ground.



Cool cat can catch up

on ______________

____

____

by ______________

if ______________

____

____

______________.

Then I'd like to ______

____

____

____

____

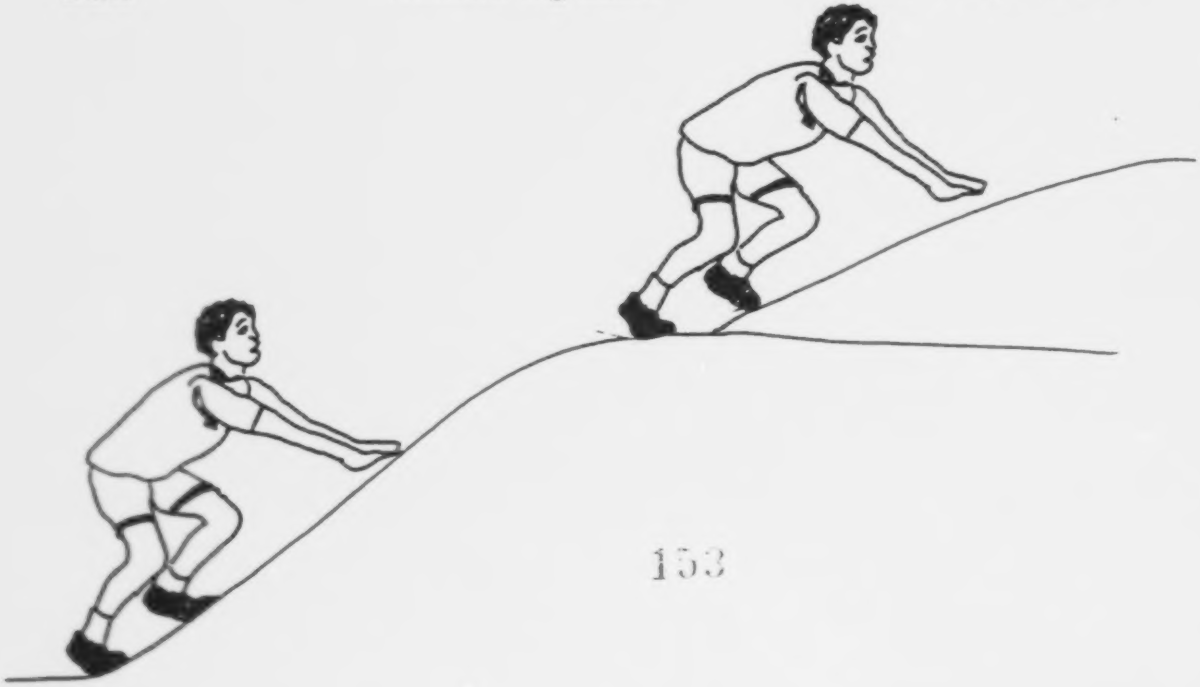
adapted from Innovative Educational Systems

An unbeatable team

____________ and ____________ want to get over these humps.

They have agreed to help one another. ____________ will help
____________ by ______________________________ .
________________ will help ________________ by
_________________________ . When they reach their goals
they will be able to ______________________________
____

Date	Student Signature	Student Signature



HOME RUN

Batter Up

My Goal is to: ______________________________

When I touch: 1st base ______________________

2nd base ______________________

3rd base ______________________

Home Plate ______________________

I will have hit a home run. Then I will be able to

____

____

______________________ ______________________

Player's Signature Coach's Signature

______________________ ______________________

Spectator's Signature Date

adapted from Innovative Educational Systems

Safe at 1st

When I touch 1st base ______________________________

I will be on my way to scoring a run.

To reach Home Plate and score I will need to: ______________

____,

and ____,

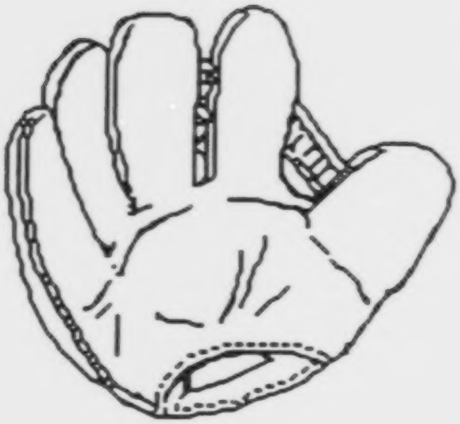
and ____.

To celebrate scoring a run, I would like to ______________

____.

Player's Signature	Coach's Signature	Date

adapted from Innovative Educational Systems



Sliding into 2nd

When I touched: 1st base, I ______________________________

Now, at 2nd base, I ______________________________

I am on second base and halfway to scoring.

To reach Home Plate and score a run I will need to: ______________

____

____.

To celebrate my scoring a run, I would like to ______________________

____.

Player's Signature	Coach's Signature	Date

adapted from Innovative Educational Systems

Rounding 3rd

When I touched: 1st base, I ______________________________

then, at 2nd base, I ______________________________

now, at 3rd base, I ______________________________

I am now on third base and well on the way to scoring!!!

To reach Home Plate and score a run I will need to: ______________

____

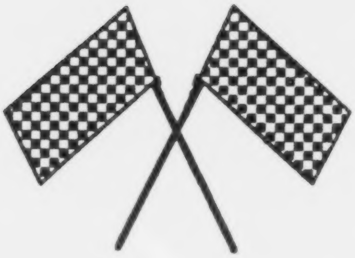
____.

To celebrate my scoring a run, I would like to ____________________

____.

Player's Signature	Coach's Signature	Date

adapted from Innovative Educational Systems



Beat your own record

By ____________, ______________________ agrees to __________

____

____.

__________________ agrees to help by ________________________

____.

When they win they can celebrate by ________________________

____.

____

1st Driver's Signature

____

2nd Driver's Signature

____

Date of the Race

adapted from Innovative Educational Systems

Here's my goal: ______________________________

I will reach my goal and score by completing the following tasks:

50 yard ______________________________ 50 yard

40 yard ______________________________ 40 yard

30 yard ______________________________ 30 yard

20 yard ______________________________ 20 yard

10 yard ______________________________ 10 yard

Touchdown ______________ Goal line

During halftime, I would like to ______________________________

____

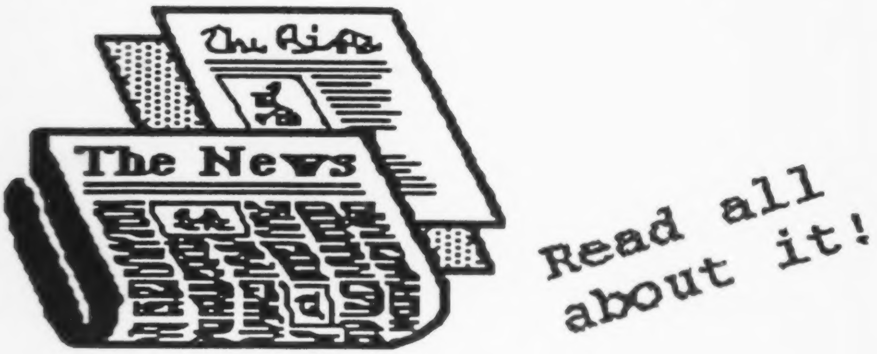
As a victory celebration I will be able to ______________________________

____

______________ ______________ ______________

Quarterback Coach Date

adapted from Innovative Educational Systems


The News
Read all about it!

_______________ has agreed to _________________

____

_______________ by _________________________

Then _________________ can _____________________

____

adapted from Innovative Educational Systems

I'm not stuck

I can ____

____

I will have it finished by ______________________

if ________________ will help by ________________

____

I'd like to celebrate when I finish by ______________

____

____

Date	Signature of Unstuck Student
Signature of Teacher	Signature of Witness

Here's How It's Done

Unit II
Here's How It's Done

Many of the major goals and objectives of a transition curriculum for elementary students are in Unit II. The activities and worksheets present the majority of essential elements which underlie the concepts of "transition" and "career awareness."

This unit is composed of three chapters: Page

Career Awareness 145
  Why Do We Work? 147
  Exploring Career Options 155

Communication and Social Skills 173
  Simple Interaction Skills 177
  Verbal and Non-verbal Behavior 185
  Equal Opportunity 201
  Problem-solving and Conflict Mediation 219

Exploring Community Partnerships 235
  Building Community Service 237
  Let's Ask a Guest 243
  Study Trips 261
  Career Awareness 281
  Student Entrepreneurship 295

We invite teachers to expand upon these activities, broadening their scope and deepening their impact as the needs of individual students dictate.

Here's How It's Done

I. CAREER AWARENESS

This chapter is designed to introduce students to the values and ethics which are fundamental in our world of work. This chapter will:

A) increase student awareness of the role of work in our society,

B) broaden student knowledge of the range of occupations available.

This chapter is composed of two sections:

Why Do We Work?

Off to Work
Work Awareness List
Volunteerism
There's a reason why . . .
For More than the Money

Exploring Career Options

Who is This Person?
Picture Card Games
The Unusual is Really Quite Usual
What's My Line?
Job Clusters
Career Packets
Career Collage
Career Association Game
Job Dictionary
The Who's Who Interview
Career Satellites
Self-Portrait
Career Awareness Jeopardy

Here's How It's Done

I. CAREER AWARENESS

Section Title: Why Do We Work?

Work provides for wants and needs, provides opportunities for socialization, provides a means of contributing to the welfare of others, and allows adults to establish and maintain themselves independently.

Instructional Goals:

A) to increase student awareness of work options (i.e., paid versus volunteer).

B) to increase student sensitivity to the "work ethic", the value of work in this society.

Activities:

Off to Work

Work Awareness List

Volunteerism

There's a Reason Why . . .

For More than the Money

Off to Work (Worksheet pages 149-150)

When you, the teacher, might use this activity:
In Kindergarten to Grade One, to reinforce the learning of color words while introducing concepts related to the world of work.

What might need to be done:
The teacher reads the poem aloud first, then the child reads the poem directions and colors his clown to match the directions.

Discuss the fact that being a clown is work. Children should receive a direction sheet every day for one week with different colors in each sentence.

Work Awareness List (Worksheet page 151)

When you, the teacher, might use this activity:
As an introductory activity before the film "Why Do We Work."

Additional Materials you need to do this activity:
"Why Do We Work"

What might need to be done:
Given a time limit, student teams list in writing as many occupations as they can on the worksheet.

How might you vary this activity:
Do this as an individual activity or ask students to contribute orally. The teacher writes the list and students copy, or younger students are asked to draw pictures.

Ask students to initially work alone, then pair students to expand the list, then move students into small groups. Ask student groups to compile one long list on butcher block paper with markers, compare lists.

"Why Do We Work?" Published by Singer Productions, 1540 Rollins Drive, Los Angeles, CA 90063

Off to Work

I put on my orange shirt.

I put on my blue pants.

I put on my green shoes.

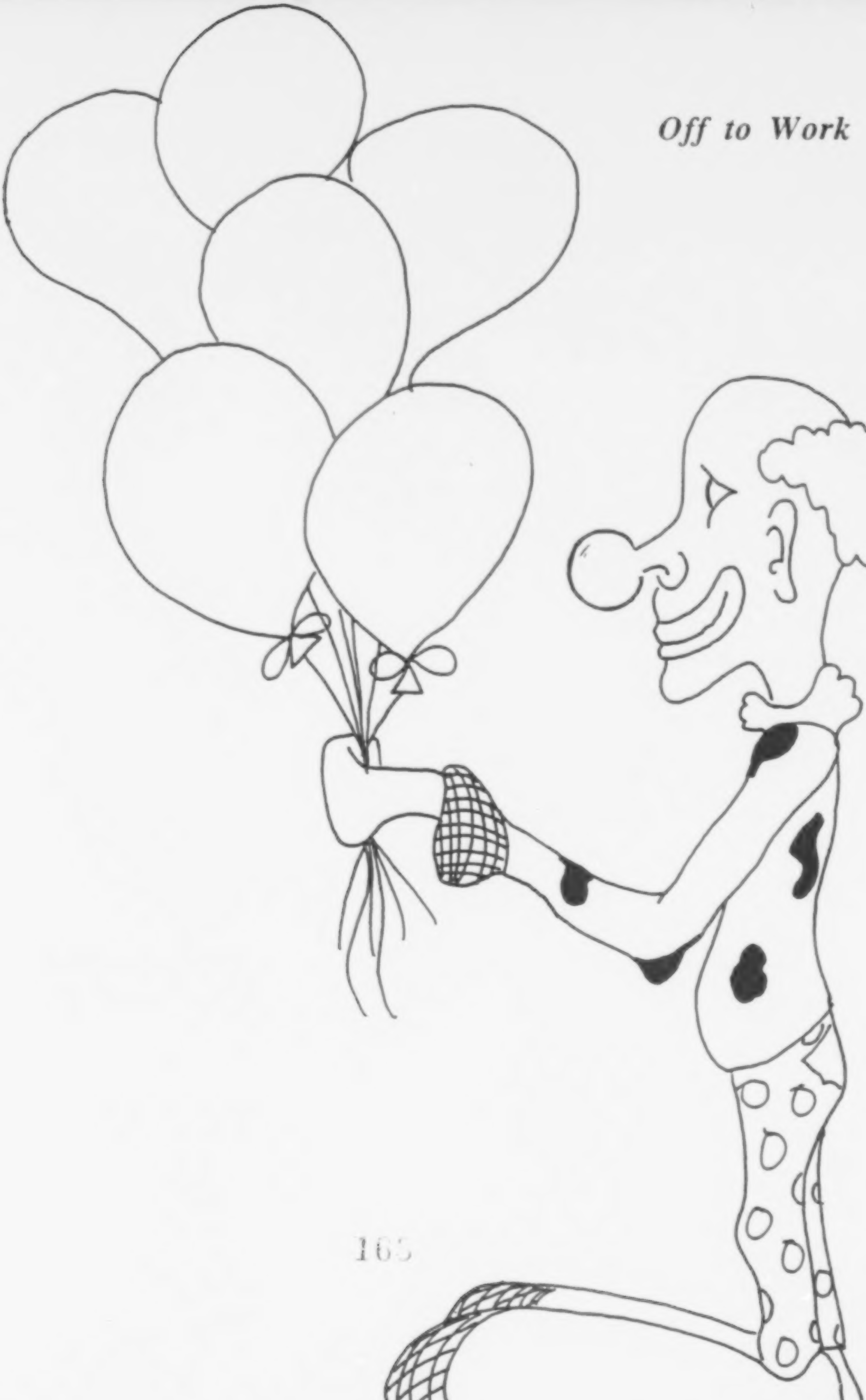
I put on my yellow hair.

I put on my white mouth.

I put on my red nose.

Off to work I go!

Off to Work



Work Awareness List

How Many Occupations
Can You
List in Five Minutes?

Volunteerism

When you, the teacher, might use this activity:
During discussion of why we work, integrate the concept of volunteer work as an option. Check your school district policy to ascertain the role of volunteerism at secondary levels.

Additional Support:
A school-community volunteer.

What might need to be done:

- Introduce the concept of volunteerism.
- Ask a school/community volunteer to talk about why he/she volunteers, what is involved, degree of commitment, and what non-monetary reward is received.
- Have students tell, write, or draw a way in which they might volunteer now, individually or as a class.
- Help students make the necessary arrangements to implement their ideas. Teachers may need to enlist the help of others in order to complete student volunteer activities within a respectable time frame, (i.e., two months, one semester).
- Have students evaluate their feelings and ideas at the end of the semester about volunteering.

There's a Reason Why . . .

When you, the teacher, might use this activity:
The teacher should initiate a discussion of work ethics.

What might need to be done:
Introduce the idea that people work for a wide variety of reasons. Divide the class into teams of three to five students and ask students to generate a list of reasons why people work. Ask groups to decide on the three best reasons from their list. Have a spokesperson from each group share their group ideas. The teacher/aide writes the ideas on the board so that similarities/differences among group ideas can be seen.

The teacher should lead a discussion comparing reasons among groups, validating all plausible suggestions, asking for clarification around less reasonable responses.

How might you vary this activity:
Ask students to fold a piece of paper vertically. One side can be for "Needs", the other side for "Wishes". Ask students to individually list their Needs and Wishes. Lead group discussion toward the realization that we need to work to obtain what we want and need.

For More Than the Money

When you, the teacher, might use this activity:
As part of the lesson on work ethics, this two-day activity can broaden students' awareness of alternative methods of exchange.

Additional Materials you need to do this activity:
Extra auction items for students unable to provide their own.
Chips/tokens/coupons for auction.
Gavel/wooden meat tenderizer/mallet for auctioneer.

What might need to be done:

1. The teacher needs to discuss past and current means of exchange. Discussion should include an historical overview, since bartering for goods and services began before the Colonial period.

   The discussion should progress to how we use money today, including credit cards. Compare conventional forms of exchange with "giving", distinguish between trading and giving.

   Define what an "auction" is. Introduce students to the operation of an auction, the manner in which goods are exchanged. Ask students to bring something from home that they would be willing to auction the next day/session.

2. The next day/session, collect auction items. All students should participate by contributing items; be prepared to offer items for students who could not/did not bring objects from home. Allow items to be viewed before the auction occurs.

3. Distribute chips/tokens/coupons to each student to be used for exchange. Encourage students to "barter"/"trade" goods and/or services with other students as the items are auctioned. Reinforce students who find innovative ways to reach their goals.

Here's How It's Done

I. CAREER AWARENESS

Section Title: Exploring Career Options

Instructional Goals:

A) to assist students in grouping/categorizing a broad range of occupational titles.

B) to assist student in developing insight as to the skills, requirements and expectations within given occupations.

Activities:

Who is This Person?
Picture Card Games
The Unusual is Really Quite Usual
What's My Line?
Job Clusters
Career Packets
Career Collage
Career Association Game
Job Dictionary
The Who's Who Interview
Career Satellites
Self-Portrait
Career Awareness Jeopardy

Who is this person?

When you, the teacher, might use this activity:
To heighten student's awareness of those who work in their immediate environment.

What might need to be done:
Teachers first need to "set the stage", briefly discussing local grocery store job options. Teachers read the following questions to students, asking for oral responses (individual or choral). Teachers then ask student pairs to generate three new "who is this person?" questions and the correct responses. The questions should be about jobs/work outside grocery-related professions. Each pair then chooses the best question of the three to ask the class.

Teacher's Questions for Who is This Person?

1. When you are done shopping, who takes your money and runs the cash register? (cashier)
2. Who puts your groceries in bags and sometimes helps you carry them? (packer)
3. Who is in charge of the whole store and makes sure everything runs smoothly? (manager)
4. Who often wears a white apron, cuts meat and helps you find meat? (butcher)
5. Who helps clean the store so it is neat and safe? (custodian)
6. Who helps bake the bread and cookies and stays by the pies and cakes? (baker)
7. Who helps us find bologna, potato salad and turkey? (deli operator)
8. Who sometimes brings groceries to our house when we call and order? (delivery person)
9. Who works for the government and makes sure everything is safe and clean? (inspector)
10. Who goes to the grocery store and brings food for the family? (we do)

Picture Card Games

When you, the teacher, might use this activity:
This grouping of games and activities for individuals and teams of primary and intermediate students is useful at any stage in this unit.

Additional Materials you need to do this activity:
Appropriate number of teacher-made picture cards, i.e. two to three times the number of students in the class. These can be drawn or use pictures cut from magazines.

What might need to be done:
Draw Your Own: "Draw yourself doing the job" you think you would like in the future. Then print that job name across the top. Share your drawing with others and tell them why you'd like this job based upon what you know about it now . . .

Games to play with teacher-made picture cards of workers on the job, of tools of the trade, of community helpers

1. Divide students into teams. Give each team the same number of picture cards of workers on the job, and ask teams to come up with three skills that are important to each job.
2. Divide into teams. The teacher shows a picture card of a working person on the job. The team plans and role-plays the occupation (without talking) and the other teams try to guess the job, or one at a time, a person selects a picture and "acts" it out for the others to guess.
3. Place all of the picture cards for tools and workers in a pile, and ask students to divide jobs and tools into job clusters.
4. Clothes Pin Classification: ask students to divide the picture cards into different classifications (education, interests, salary, uniforms, work hours, skills, training, etc.) and then clip them with clothes pins and explain their rationale.
5. Characteristic Classifications: ask students to group occupations by characteristics; those who wear uniforms, those who work outside, inside, those who give help to others, those who need special tools.

The Big Challenge: WHAT DO THE WORKERS IN EACH CLASSIFICATION HAVE IN COMMON?

The Unusual is Really Quite Usual

When you, the teacher, might use this activity:
Many people have "unconventional" jobs - freelance writers, artists, circus people, theater people, athletes, etc. It is important that children understand that while they will be expected, as adults, to work and provide for their own needs and wants, it is NOT necessary for everyone to work at an "8-5 job." Students should become aware of options in both the way they work as well as the kinds of work they may choose to do.

Additional Materials you need to do this activity:
Old magazines that represent a variety of occupations, newspapers, scissors, glue and 9"x 12" construction paper.

What might need to be done:
Ask students to name some unusual occupations. List these on the board. Discuss where and when these people work. Give a few examples: grocery store stockers, newspaper printers, hospital workers, shift workers (explain), consultants for many industries (geologists, appraisers, etc.). Ask students if they know anyone personally who has an unusual occupation. Help students understand that many people support themselves and their families by working at unconventional jobs or by doing something that does not require them to be on the job from 8 in the morning until 5 in the afternoon. Discuss the advantages and disadvantages of working this way.

Advantages
Sometimes, be your own boss
Work where and when you want to
Different challenges every day.

Disadvantages
No regular paycheck
Must assume all responsibility
Can be unpredictable
Often work more because there's less reason/opportunity to goof-off.

Divide students into pairs or allow them to choose partners. Give each pair a piece of construction paper, scissors and glue. Have old magazines available. Have students make collages of unusual occupations. Be sure pictures are big enough to show what the job is. Allow children to talk about jobs as they cut pictures. Encourage them to discuss where the people doing the jobs might work, what hours they work, what seasons they work, or any other unusual aspects of each job. Use newspaper headlines to form names of unusual jobs. Mount collages on a bulletin board so they appear as one very large collage.

How might you vary this activity:
Students could draw pictures or take pictures if magazine pictures can't be found. Contact a guest speaker who could represent a minority group (gender, ethnicity, disability) in an unusual occupation. Be sure to tell speakers what it is you want them to emphasize (i.e., prejudices, difficulties, rewards, etc.) Videotape for future use.

Adapted with permission from Looking Ahead, DOK Publications, Box 1099, Buffalo, NY 14224

What's My Line?

When you, the teacher, might use this activity:
Use anytime to facilitate further career awareness.

What might need to be done:
Students guess the make-believe occupation of a student "mystery guest" and learn the skills necessary to perform his/her occupation.

Teacher Preparation:
Arrange classroom with a special chair and microphone for the mystery guest. Arrange table with four to six chairs for the panel. Prepare 10 or more folded slips of paper with a different occupation written on each. Choose the complexity of the occupations to suit the age and ability level of the students. Give local flavor to the occupations.

Teaching Procedure:
Name the game and explain it to the students, telling them that it was a popular quiz show on TV for 20 years. Has anyone ever heard of it? Has anyone seen reruns of it?

1. Teacher appoints guest and panel for each mystery.

2. Each "mystery guest" student selects a slip of paper/an occupation.

3. Students take turns sitting in the mystery chair and answering questions of the panel composed of four to six students. The mystery about the guest is: what is his/her occupation? The aim of the game is to discover his/her occupation.

    a. To get started, the mystery guest should tell the panel what type of skills are most important in the work (academic, artistic, physical).

    b. Stress to the panel that they should ask questions having to do with job skills.

    c. Students may need to be taught how to formulate and ask appropriate questions for this activity.

    d. Panelists cannot ask the question "what do you do?" but must arrive at the answer by asking questions about skills, or when, where, why the mystery guest works. Ex. "Does your work involve groups of people?" The questions do not have to be answered with just a simple yes or no.

4. Allow the panel to ask only 20 questions. If it cannot guess the occupation, the mystery guest is declared the winner and announces his/her occupation.

5. Class members who are not participating form the audience. They may applaud at a good question, and when the mystery is discovered. Each student should have a turn on the panel or as the guest.

Summarize by pointing out what has been learned by playing the game. "What's My Line" demonstrates that there are a wide variety of interesting things to do in the world of work and that many different skills and many kinds of knowledge are needed.

How might you vary this activity:
Have a real "mystery guest" and prior to his talk about his career, students develop 20 questions to ask him about his skills.

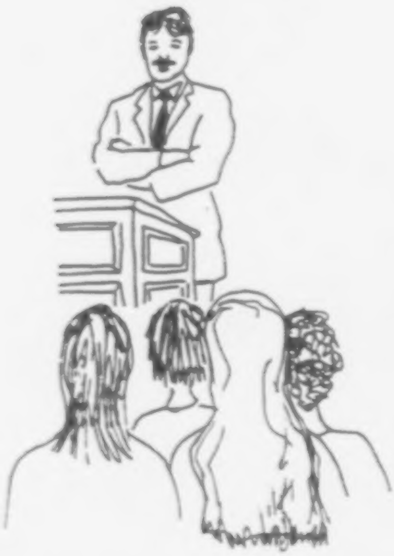
Job Clusters (Worksheet pages 161-162)

When you, the teacher, might use this activity:
In initiating activities related to broadening awareness of career options, students benefit from learning this type of categorization system.

What might need to be done:
The teacher needs to present this activities' information on job clusters. He/she could list the cluster names on the board, explain the general category and elicit possible cluster members from the class. Or the teacher might choose to divide the information into two separate instructional sessions and present the students with handouts to describe cluster members.

Job Clusters

1. **Natural Resources/Science**
2. **Business/Marketing**
3. **Communication**
4. **Construction**
5. **Manufacturing**
6. **Fine Arts**
7. **Health/Medical**
8. **Recreation/Hospitality**
9. **Public Service**
10. **Transportation**



Which cluster includes this person's job?

1. Natural Resources/Sciences
   - Farmer/Rancher
   - Forester
   - Geologist/Miner
   - Marine Biologist
   - Tree Surgeon
   - Horticulturist/Landscaper

2. Business/Marketing
   - Accountant
   - Banker
   - Receptionist
   - Secretary
   - Florist
   - Stock Clerk
   - Salesperson
   - Cashier
   - Computer Programmer
   - Buyer
   - Jeweler

3. Communication
   - Advertising Person
   - Photographer
   - Sign Writer/Printer
   - Graphic Artist
   - Editor
   - Radio/TV Announcer
   - Telephone Operator

4. Construction
   - All Construction Trades
   - Heavy Equipment Operators
   - Auto Mechanic
   - Drafting/Architect
   - Auto Body Repairperson

5. Manufacturing
Assembler
Dressmaker
Machinist
Welder
Bottler
Packer
Inspector

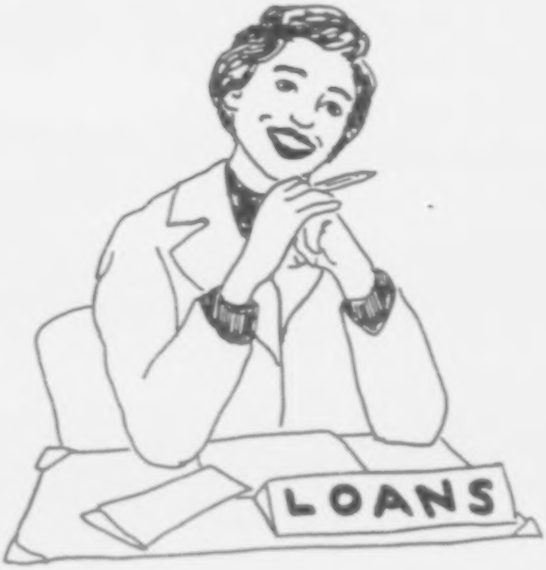
6. Fine Arts
Artist
Dancer
Writer/Author
Stage/Theater Manager
Musician
Designer

7. Health and Medical
Dentist
Nurse
Therapist
Pharmacist
Lab Technician
Physician
Dietitian
Optometrist
Veterinarian

8. Recreation/Hospitality
Restaurant/Hotel Manager
Athlete
Parks/Recreation
Tour Guide
Chef
Travel Agent
Fitness Center Employee
Soccer Coach
Amusement Park Employee

9. Public Service
Community Worker
City Employee
Teacher
Lawyer
Military Service Employee
Social Worker
Mayor
Governor
Senator's Aide

10. Transportation
Pilot
Taxi Driver
Air Traffic Controller
Truck Driver
Railroad Worker
Bus Driver



Which cluster includes this person's job?

Career Packets

When you, the teacher, might use this activity:
In order to expand student awareness of potential occupations, individual in-depth study of a particular occupation can be beneficial toward development of realistic goals.

Additional Materials you need to do this activity:
Big envelopes or closed file folders so that the teacher and students can add information throughout the year.

What might need to be done:
As the Career Awareness Program develops, career packets are very helpful. While career packets can be purchased commercially (i.e., American Guidance Services), the students have fun making and building their own resource center. A Career Packet should include:

1. Name of occupation
2. A description of the occupation
3. Questions for discussion/investigation
4. Pictures and brochures of the specific occupation

Each student or pair of students gathers information. Envelopes need to be kept in a secure yet accessible location. Activities can be created to allow students to share information periodically, thereby exposing more students to more in-depth information.

How might you vary this activity:
Students research a career and 1) turn in a written report, and 2) make a brief oral report about the career to the class.

Research should include: 1) necessary skills, education and training, 2) essential aptitudes and abilities, 3) work environment, 4) personal interests needed and 5) salary range.

Students should be asked to identify the job cluster under which this occupation falls.

Students who independently choose the same career may be grouped together and allowed planning time before presenting to the class as a panel.

Career Collage

When you, the teacher, might use this activity:
As students are becoming increasingly familiar with job clusters.

Additional Materials you need to do this activity:
Appropriate career-related magazines/pictures/etc.
Scissors/paste/paper/crayons, etc.

What might need to be done:
Students divide into teams and over a week's time, create a collage representing a specific job cluster for presentation and display. Pictures may be drawn, cut from newspapers and magazines or may be photographs taken by students of workers in the community. Each team should be asked to explain the specific jobs that are represented on the collage.

Career Association Game

When you, the teacher, might use this activity:
To increase student mastery of job clusters, play this game.

What might need to be done:
Ask students to form a circle. The teacher will state a career category, then ask students to name a career within that category. For example, for the category Health, responses could be "doctor" or "X-ray technician". Give each child a chance to respond to a category Go around the circle at least twice. If students have difficulty, give hints to help them out so that each student contributes and is thus practicing skills in divergent thinking.

How might you vary this activity:
Names of careers could be put on cards and students individually place them under a cluster title such as Medical/Animal (veterinarian, pet shop worker/owner, animal groomer, pet caretaker, etc.)

Job Dictionary

When you, the teacher, might use this activity:
When reinforcement of job clusters is required.

Additional Materials you need to do this activity:
(optional) mini-phone directories with alphabetical divisions

What might need to be done:
Students make up a "job dictionary" showing a variety of job titles from A to Z. Ask students to include the name of the appropriate job cluster for each entry.

How might you vary this activity:
Have classified ads available. Working in pairs, have students locate two ads for each job cluster category. Ads can be pasted/taped under the appropriate letter in the job dictionary or mounted on a 3x5 card for later use.

The Who's Who Interview (Worksheets pages 166-167)

When you, the teacher, might use this activity:
After the introduction of "clustering", allow students to discover into which "cluster" a parents' job falls.

What might need to be done:
Students interview a family member. After students have completed the interview form and shared their interview findings with classmates, the teacher helps students decide what "cluster" an occupation comes under. Students then discuss the skills from school that are helpful in their parents' jobs (question #8 on the Interview form).

To reinforce school skills which later become job skills, ask students to complete the Jobs and School Skills worksheet.

How might you vary this activity:
With younger students, the teacher may lead discussion about job-school relationships. Students draw pictures and list school subjects that they think are necessary for their parents' work.

The Who's Who Interview

Choose one working member of your family to interview. Ask that individual to help you answer the following questions.

1. Relationship to you ____________________
2. Name of occupation ____________________
3. Needed skills, education and training (how many years of each . . .)

   ____

   ____
4. Important aptitudes, abilities and skills

   ____

   ____

   ____
5. Work environment (in an office, outside, crowded, alone, noisy, quiet, etc.)

   ____
6. Personal interests that are needed

   ____

   ____
7. Salary range $____________________
8. What skills that were learned in early school years are now necessary for success on this job? ____________________

   ____

   ____

The Who's Who Interview
Jobs and School Skills

Directions: Draw a line from the job title to the matching school skill.

Job Titles	**School Activities**
1. Artist	a. Working with numbers
2. Custodian	b. Showing boys and girls how to learn
3. Teacher	c. Studying space
4. Gardener	d. Checking out books
5. Actor	e. Cleaning the classroom
6. Librarian	f. Taking part in a class play
7. Mathematician	g. Caring for class pets
8. Secretary	h. Painting a picture
9. Astronaut	i. Planting a class garden
10. Veterinarian	j. Taking notes during a class meeting

Career Satellites (Worksheet page 169)

When you, the teacher, might use this activity:
Following career reports by students, to help students understand the realistic association between what they want to do and what they are capable of doing.

What might need to be done:

1. Ask the students to fill in the large circle with the job they have researched, would like to do, or the name of the person they would like to become.
2. On the satellite spikes, ask students to write in the skills necessary to meet the center career goal.
3. Fill in the smaller circles with associated or related jobs.

Ask students to think about whether they now have the skills to do the job or whether they are willing to work/go to school to get the skills for the job they want;

- How much is involved in preparing for this occupation?
- Would they be interested in a related job?
- Lead a discussion that targets student discoveries/true and false assumptions/alternatives.

How might you vary this activity:

1. Oral discussion following students drawing of related jobs.
2. Students and/or teacher read stories of related jobs and then discuss the skills and level of education involved.

Self-Portrait (Worksheet page 170)

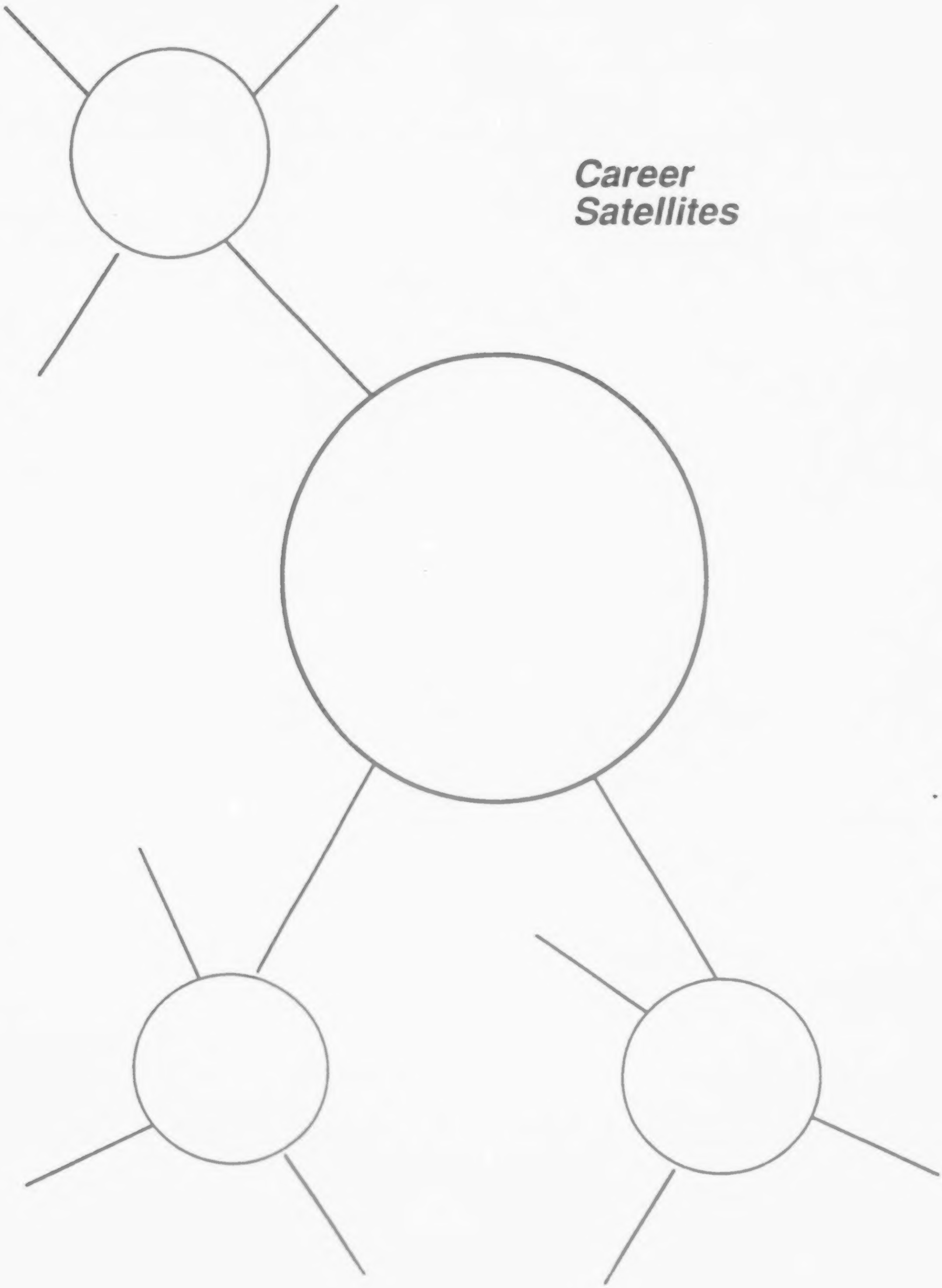
When you, the teacher, might use this activity:
As a concluding activity for primary students following the Career Awareness Unit.

Additional Materials you need to do this activity:
Crayons, colored pencils, erasers.

What might need to be done:
Students draw a self-portrait of themselves working and briefly describe their drawing.

How might you vary this activity:
Older students draw a picture also but include symbols of the education, experiences and tools necessary to get their particular job.

Career Satellites



Self-Portrait

Please draw a picture of yourself at work.
(This does not have to be an artistic masterpiece.)

In a short sentence, tell about your picture.

Career Awareness Jeopardy (Worksheet page 172)

When you, the teacher, might use this activity:
For a review of introductory material or (by changing the questions) any time review is indicated.

Additional Materials you need to do this activity:
Game cards. Brief replay of a videotape of a Jeopardy T.V. show may be useful as a model for students.

What might need to be done:
Using categories and questions, teams choose an amount and a category. As jeopardy is played, teams accumulate "money" by answering questions correctly.

On chalkboard in large letters, the categories and amounts should be written as shown in the example below:

Name the Connection	All Workers Need . . .	Jobs, Jobs, and More Jobs	What Do You Think?	Pot Luck
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400

Three or more people can play (one person should be the M.C.) Large groups should divide into teams of 3-4 students. Teams will need 50 $100 bills in play money.

Each team takes turns choosing a category and an amount. The M.C. reads the appropriate questions aloud. Teams must agree as a team before answering. If correct, they win that amount of money and their turn is over. If incorrect, their turn is over and that question may be answered by the next team or that team may choose a different question. Erase each dollar amount from the board as questions are answered correctly.

The game should end when each team has had an equal number of turns. For example, if there are only three questions left and play is on the last of four teams in a round, the game is over.

How might you vary this activity:
- Questions and categories can be changed to match correct material being studied.
- Vary difficulty of questions and categories to level/age/needs of students.
- Students can create own categories and questions.
- Older students can host a game for younger students.

Career Awareness Jeopardy

Make the Connection	**All Workers Need . . .**	**Jobs, Jobs, and More Jobs**	**What Do You Think?**	**Pot Luck**
Explain the connection between what you've learned at school and can use at home. $100	Name two characteristics that all workers need. $100	Name two jobs under the occupational area of sports. $100	Do you think elementary students should decide what careers to have as adults? $100	
Name two things you have learned at home and use at school. $200	Name four characteristics that all workers need. $200	Name four jobs under the occupational area of recreation/ hospitality. $200	Do you think most people stay with one career from their 20's to age 65? $200	
Name two things you have learned at school and can use in the community. $300	Name six characteristics that all workers need. $300	Name five jobs under the occupational area of medical care. $300	What do you think you can do now to learn more about careers? $300	
Name three things you have learned at school and will use at home or in the community. $400	Name eight characteristics that all workers need. $400	Name six jobs under the occupational area of natural resources/ science. $400	Do you think it's smart to find out about lots of careers before you decide what you'll be? Why or why not? $400	

Here's How It's Done

II. COMMUNICATION

The skills in social interactions we develop as children are the foundation for adequate/successful socialization as adults. Educators should not assume that all children will learn good verbal and nonverbal communication skills without direct instruction. Thus, this chapter is designed to

A) increase student awareness and knowledge of appropriate/inappropriate social behavior.

B) increase students' appreciation for cultural and personal diversity.

C) increase students' skills in interpreting the verbal and nonverbal behavior of others.

This chapter is composed of four sections:

SIS - Simple Interaction Skills

- Teacher Preface
- Introductory Activities
- My Personal Habits
- I'm Sorry
- How Would You Respond?
- Etiquette on the Job

Verbal and Non-verbal Behavior; Ourselves and Others

- What's in a Walk
- I Feel This Way When . . .
- Let's Act on Words
- Talking with my Body
- What Should I Say?
- Let's Talk
- Interviewing Strategies
- Interview Worksheets
- The Public "You"
- Polling Opinions
- Employment Questions
- The School-Work Connection

Here's How It's Done

II. COMMUNICATION (continued)

Equal Opportunity

- The most likely . . .
- False or True
- Music with a Message
- Fifteen Considerations
- Search and Research
- Preconceived Ideas
- Tagged Out
- The Hooked Ones
- Working with Diversity

Problem Solving and Conflict Mediation

- What to do?
- Facing Choices
- Smart Selections
- Walk in Another Pair of Shoes
- What About Being Left Out?
- I - messages
- Putting it to the Test . . .
- The Problem-solving Team

Here's How It's Done

II. COMMUNICATION

Section Title: "SIS"
Simple Interaction Skills

Instructional Goals:

A) To increase students' skills in verbal and non-verbal communication related to giving and accepting both positive and negative feedback.

B) To broaden students' repertoire of appropriate responses to a variety of job-related situations.

Activities:

Teacher Preface

Introductory Activities

My Personal Habits

I'm Sorry

How Would You Respond?

Etiquette on the Job

Teacher Preface

Throughout this unit, direct instruction on similarities and differences in social customs needs to occur. Teachers need to be mindful of cultural differences which may impact on a youngster's receptivity to the following activities.

1. **When teaching students how to follow instructions, we suggest direct instruction relative to the following:**
   a. eye contact
   b. listening carefully and forming the appropriate responses. "OK!", "Got it!", "Yes"
   c. paraphrase strategies to replace "what?" For example, "Let me be sure I understand you. You've asked me to . . ."
   d. students should start task immediately.
   e. follow the steps as given.

2. **When teaching students how to give and accept feedback and/or disagree, instruct students to:**
   a. look at the person
   b. avoid arguing, raised voices, put-downs or rude behavior
   c. Teach phrases like, "You could . . ." instead of "You should . . ."
      "I can . . ." "You might . . ." "Have you thought about . . .?"
      "What's your opinion?" "Do you have some other thoughts on . . .?"
      " I disagree because . . ."
   d. Teach appropriate responses: "OK", "Got it", "Thank you"

3. **When teaching students how to get someone's attention appropriately, instruct students to:**
   a. look at the person
   b. consider the context. In school, raise your hand (but not while teacher is instructing). At home . . ., in a department store . . . wait for the person to look back at you or wait until there's a pause in the conversation (like a break for a commercial). Be patient.
   c. wait for acknowledgment
   d. talk in a quiet voice; don't talk too long.
   e. say, "Thank you".

4. **When teaching students how to make a request, instruct them to:**
   a. look at the person.
   b. state exactly what they want in a pleasant voice.
   c. say, "Please."
   d. when the request is granted, say, "Thank you". If the request is refused, accept that decision appropriately.

5. **In teaching students how to give and receive a compliment, suggest that:**
   a. compliments must be completely positive.
   b. they look at the person
   c. they call the person by name
   d. be specific with the compliment (i.e., "I like the way you used descriptive words in your story.")
   e. receiver must say, "Thank you."

Introductory Activities

"Back to Back"

When you, the teacher, might use these activities:
When directly teaching "appropriate" communication skills and to enhance existing skills.

What might need to be done:

Back to Back

1. Pass out colored paper (8-1/2 x 11)

2. Scotch tape a sheet of colored paper on everyone's back

3. Youngsters go around and write a positive compliment on the back of each person.

4. When everyone is finished, students may share their own compliments if they wish.

5. Youngsters read and keep the papers to look at throughout the year or the compliments may be collected and displayed on the bulletin board. One month later, teacher reads compliments and kids "guess" whose is whose.

"Write a Compliment, Give a Compliment"

Allow students to practice writing and giving positive statements as compliments. Each student draws from a hat the name of a student and writes a specific compliment about that person. Ask students to read their written compliment to the person aloud, following the rules for giving compliments. Then give the written compliment to the receiver as a "tangible."

"Act I, Scene II"

Ask student groups to write out a scene where people are giving or receiving feedback. Be sure they know and properly use quotation marks and other punctuation. Videotape their performance with telescopic lens for direct instruction on eye contact, tone of voice, facial expression, etc.

My Personal Habits (Worksheet page 180)

When you, the teacher, might use this activity:
To allow students to personalize their learnings through self-evaluation.

What might need to be done:
Ask students to complete this simple evaluation individually. The class then discusses their responses as a group.

My Personal Habits

Directions: Write yes, no or sometimes in the blanks. You'll be creating your own rules for appropriate behavior and hygiene.

1. ______________ I appear in public with hair clean and brushed.

2. ______________ I dress to suit the place and the activity.

3. ______________ I chew with my mouth open.

4. ______________ I smile when I greet people.

5. ______________ I treat others as though they were people, too. I say "hello," "goodbye" and "thank you."

6. ______________ I snap my gum as I'm waiting.

7. ______________ I brush my teeth and wash my face every morning.

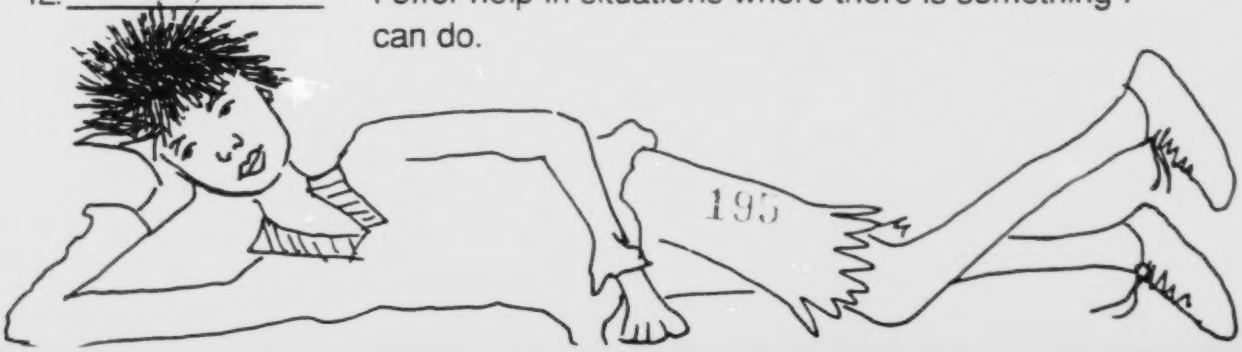
8. ______________ I look people in the eye when I'm talking to them.

9. ______________ I introduce friends who come to my home to my parents.

10. ______________ I thank my friend and his/her parents after eating a meal or spending the night at his/her house.

11. ______________ I thank people who go out of their way to do something nice for me.

12. ______________ I offer help in situations where there is something I can do.



"I'm Sorry"

When you, the teacher, might use this activity:
To build student skills in publicly taking ownership for choices, to allow students to practice skills in a non-threatening, face-saving environment.

Additional Materials you need to do this activity:
Teacher-made situation cards.

What might need to be done:
After the teacher has given direct instruction on "conversation etiquette", students can roleplay a broad range of emotionally-charged conversational situations. The apology is just one social skill we all need to work on . . .

Students need to learn to say "I'm sorry", when they have violated the rights and/or property of others.

Prepare several cards for this roleplaying activity. On each card, write an incident involving two people. In each incident, one person's rights have been violated or property damaged, and the other person must offer an apology.

Choose two students at a time to participate. Read the incident on one of the cards. One student acts out apologizing, and the other student acts out accepting the apology. Repeat this activity, with students reversing roles.

Examples:
1. You borrowed your friend's bicycle, rode over some glass, and now his bike has a flat tire.
   Roles: Two friends
2. Your sister loaned you her best necklace to wear to the Spring Dance.
   You lost it.
   Roles; Two sisters
3. You dropped a library book in a huge mud puddle.
   Roles: Student and librarian
4. You hit a baseball through the neighbor's window.
   Roles: Student and adult neighbor
5. While babysitting, you broke a dish.
   Roles: Teenage babysitter and adult
6. You've been arguing with your mother. You said some things you really didn't mean and you feel really bad. You know you hurt her.
   Roles: Youngster and mother.

How might you vary this activity:
For some students it might be helpful if they write out a conversation between two people first and then the roleplaying could be videotaped. Students could also make up "I'm sorry" cards, allowing other students to model alternative ways of apologizing. Students can generate situation cards from their own experiences.

How Would You Respond?

When you, the teacher, might use this activity:
To expand student skills in responding to adverse situations, this activity can be built upon in a variety of ways.

Additional materials you need to do this activity:
A "deck" of situation cards, teacher-made to reflect realistic situations in context.

What might need to be done:
Prepare a variety of hypothetical stories in which students will be required to respond in an appropriate manner. Ask older students to help create situation cards that represent difficult situations they were placed in. Write out the scenarios or comments on cards, ask students to choose one card from the "deck." Referring to earlier direct instruction, coach each student to roleplay/write out the appropriate response.
Examples: How would you respond if someone said to you:

1) "You look nice today."
2) "You did a nice job on this paper."
3) "You forgot to comb your hair this morning."
4) "I like your new shirt."
5) "I'm not happy with your behavior today."
6) "I appreciate the way you played with Chris at recess.
7) "I don't appreciate the way you pushed me in line."
8) "Ha! Ha! I did it better than you."

Other situations for oral or written presentation:

1. You have a newspaper route and you are collecting for the month. This is the third time you have gone to the Smith's house. Twice Mrs. Smith has asked you to come back the next day. Again she says, "I'm just too busy. Come back tomorrow." What do you say?
2. You are answering an ad in your community newspaper. It says, "Wanted: Boy or girl, 12-14, to take care of household pets while family goes on 2-week vacation. Phone 674-6242." You really want the job so you dial the number. A man's voice says, "Hello." What do you say?
3. The daily newspaper has an ad for a carrier in your neighborhood. You make an appointment with the circulation manager at your home right after school. But you miss the school bus and are twenty minutes late getting home. From halfway down the block, you can see the circulation manager coming down your front walk toward the car parked at the curb. What do you do and say?
4. You are working at a neighbor's house helping to wash the outside windows. You know you are being paid by the hour. About half way through the job, you are called to the phone. It is your best friend who wants to talk to someone about a problem she has and there is no one at home for her to talk to. The problem does seem rather urgent. What do you say?
5. It has been a warm, sunny day. You delivered your newspapers, putting them, as usual, on your customers' front steps. Shortly after you finished your route a sudden rainstorm hit your neighborhood. Now Mr. Jones is on the phone criticizing you for not putting his paper in a plastic wrap and demanding that you bring him another paper. You don't have an extra newspaper. What do you say?

Etiquette on the Job

When you, the teacher, might use this activity:
For older students, to increase their awareness of how behavior and appearance influences other's judgments.

What might need to be done:
As an introduction, ask experienced job-applicants (in the same class or older) what advice they would give to new job-seekers concerning good manners when applying for a job. List the suggestions on the chalkboard. Let students add their ideas. Make any of the following suggestions which are not offered by students.

- Look clean and neat and wear clothes that are appropriate.
- Call the person whom you are asking for a job Mr. or Mrs. or Ms. _____ instead of George or Mabel, even if he/she is one of your parents' best friends.
- Don't sit down unless you are invited to.
- Look directly at your prospective employer. Speak distinctly.
- Tell the person exactly what you are there for and the kinds of work you want to do. Tell the prospective employer what you expect to be paid.
- Don't brag, but be proud of the job you can do and tell why you would be a good person to employ.
- Whether the person employs you or not, say thank you.
- If he/she doesn't employ you, you can ask "Do you know anyone who can use my services?"
- If he/she does employ you, make sure you know when you are to start work, what you are to do, and be on time.
- Write a short note to the employer thanking him/her for their time in considering you for the job.

Then initiate student discussion of particular manners which should be used in certain jobs. Are there some situations which babysitters must be sure to respond to with tact and courtesy? What about paper carriers, yard workers, etc.? As students suggest different etiquette for different employment situations, help them broaden their awareness of both verbal and nonverbal behavior with employers and coworkers.

Prepare RolePlay Situation Cards to reinforce proper etiquette on the job. Ten to fifteen 3 x 5 cads will do; 5 x 8 cards will allow you to provide more information for student actors/actresses. Divide class into pairs. Give each pair a Role Play Situation Card and allow them time to plan their presentation of the situation. Have pairs present their role plays. After each presentation ask other members of the class to critique the play. Did the sixth grade worker handle the situation with good manners and courtesy? Can you think of an alternative solution, or something else to say, that might be an equal alternative/better? If time permits, allow pairs to exchange cards so that other options may be presented. Students who were not workers in the first role plays should become the workers for the second presentations.

Summary:
Point out that it is always easier to say the right thing after you have had time to think about it or discuss it. However, practicing courtesy and good manners in all situations and role playing job situations can make us more comfortable later when we become involved in job situations.

Here's How It's Done

II. COMMUNICATION

Section Title: **Verbal and Non-verbal Behavior; Ourselves and Others**

Instructional Goal:

A) to increase student skills in verbalizing objectively feelings and emotions.

B) to increase student skill in perceiving and interpreting non-verbal communication.

Activities:

What's in a Walk

I Feel This Way When . . .

Let's Act on Words

Talking with my Body

What Should I Say?

Let's Talk

Interviewing Strategies

Interview Worksheets

The Public "You"

Polling Opinions

Employment Questions

The School-Work Connection

What's in a Walk

When you, the teacher, might use this activity:
Use in order to introduce students to the many ways humans communicate nonverbally.

What might need to be done:
Nonverbal communication sometimes involves the whole body. A person's mood or feelings are often expressed in the way in which they walk. Below is a list of gaits and their possible accompanying emotions. Write a description of each type of gait on a 3X5 card, and distribute them to the students. Ask students to walk according to the word on the card. Other students guess the correct mood or emotion, and, if possible, the type of the gait.

stomp -	angry, mad	skip -	happy, glad
shuffle -	depressed, sad	scurry -	hurry
march -	determined	bolt -	hurried
stroll -	carefree	stride -	confident
jaunting -	superior	slouching -	lazy

Sensitize students to the different ways in which the head and shoulders are held, the ways arms are swung. As additional explanation for younger children, acquire a copy of the video Jungle Book or Fantasia and stop to examine the nonverbal behavior of cartoon characters or begin with a discussion of the ways pets communicate nonverbally.

I Feel This Way When . . .

When you, the teacher, might use this activity:
To increase student's abilities to identify and describe their feelings and emotions, thus building skills in open, honest communication.

Additional Materials you need to do this activity:
Teacher-made flashcards

What might need to be done:
Using the "Feelings Vocabulary" available in the Self-Awareness unit, prepare flashcards with an emotion or a feeling listed on each (e.g., sad, happy, scared, confused, excited, surprised, frustrated, angry, mad, thankful, hungry, sleepy, hurt, sick, brave, joyful, afraid, etc.) This activity is a group activity with all students participating. Students sit in a circle on the floor or at a table.

Place all of the flashcards in one pile face down in the middle of the group. Students take turns taking the top card. Students read the word on the flashcard and complete the statement, "I feel this way when . . ." Each student should have at least one turn, and the teacher participates.

Let's Act on Words

When you, the teacher, might use this activity:
Using these activities and the Feelings Dictionary available in the Self-Awareness unit, introduce body language as a method of communication.

Additional Materials you need to do this activity:
Teacher - made "Feelings Vocabulary" cards

What might need to be done:
Having introduced a "Feelings Vocabulary" the teacher can role play social situations without talking and ask the class to identify and write down the specific feelings they observed.

Or students draw "feelings vocabulary" words out of a can, and charade a "face" or act out a part that demonstrates that feeling. Other students list feelings they see. Videotaping students' performances for replay some time later could be very useful with this class and classes to come.

Or using small mirrors, children make faces that express a variety of feelings wordlessly. A partner tells which emotion to portray. Students switch after five minutes. Students then add appropriate body language to the facial expressions and gather feedback from their partners.

Example: Excitement
Student looks happy, scared or angry and jumps up and down, waves arms, stamps foot.

Or ask students to look in a mirror and draw themselves expressing a strong emotion. They are to show both facial expression and body language, then label the drawing with the names of the feelings represented.

Or use slide film to take pictures of the students throughout the year so they can see their own body language. Discuss the message that's sent and how that message may affect themselves and others.

Or select 10-15 well known feelings from the "Feelings Vocabulary". Teacher and students go through magazines and collect pictures that portray these select feeling words. Students laminate the pictures and help prepare a "deck" of cards; a set with one feeling word on each card, and a set of pictures to match. Throughout the year, continue to create additional cards and pictures, asking students to make the correct match. Then using the "Feelings Vocabulary", write a brief description of each card and picture you have collected. Ask students to make the third match: card to picture to written description.

Or the teacher randomly divides the class into two groups. Select one student from each group to come to the front of the class and stand in front of their team. The teacher selects a "feeling card" and writes the target word on the board. Both groups see the word, but the two at the front of the class cannot. Taking turns, each group gives a clue to their team member describing the vocabulary word. Teams are given points for the team member who first identifies the correct response.

Talking with my Body

When you, the teacher, might use this activity:
To further develop skills in interpreting body language. Do this activity after students have practiced acting out feelings words.

What might need to be done:
Arrange the students so that they can see each other. Tell them to act out the answer to each question with their whole bodies, not just their faces. No talking is allowed. Then read the questions below, leaving time between questions for reactions.

How would you look if . . .

- you were told the cookie you just ate was dog food?
- the principal walked into the room?
- someone told you the $100 bill you found is fake?
- you were waiting to get a tooth pulled?
- someone was talking to you in a language you didn't understand?
- someone was giving you important directions?
- you were listening to someone read the phone book?
- a dog sat on your lunch?
- your best friend was in a very bad accident?
- the President of the U.S. asked you to sing "The Star Spangled Banner"?
- someone threw a pie in your face?

How might you vary this activity:
Students make up questions from their own experiences and use in a competitive game format.

What Should I Say?

When you, the teacher, might use this activity:
This activity begins to sensitize students to a variety of social situations in which appropriate responses are necessary.

What might need to be done:
Teachers can expand upon the list provided as needed to target specific circumstances. Discuss role-playing with students; the concept of assuming/pretending to be another person in a specific situation in order to "test out" responses and behavior. Pairs of students are asked to play the parts assigned. Student selection can be random or purposeful. The first roleplay may provide an appropriate response - this should be praised. If the first roleplay is inappropriate or less-than-appropriate, student pairs should be coached and asked to repeat the roleplay again.

Roles

- Someone who has just lost their pet.
- The friend of someone who has lost their pet.

- Someone who has to move.
- The best friend of someone who has to move.

- Someone who just won a prize in a contest.
- The friend of someone who has just won a prize.

- Someone who's going to the Bahamas for vacation.
- Someone whose family doesn't have extra money.

- Someone whose brother just died in a car accident.
- A classmate of someone whose brother just died in a car accident.

- Someone who has just cheated on a test.
- A friend of someone who has just cheated on a test.

Let's Talk

When you, the teacher, might use this activity:
Direct instruction on aspects of correct conversation and purposeful behavior may be required by students.

For example, students may need to be advised to:

- Always look at and listen to the speaker
- Avoid interrupting or attention-getting devices; when needed, say "Excuse me."
- Be mindful of appropriate social distance, stand within arm's length during conversation.
- Always include relevant remarks and ask questions relevant to the conversation

Teachers must be mindful of social/ethnic/religious beliefs which may impact upon both a youngster's willingness to engage in customary social behavior himself/herself and/or a youngster's receptivity to customary social behavior from others.

Additional Materials you need to do this activity:
Teacher-made 3X5 cards.

What might need to be done:
The teacher writes topics of conversation on 3X5 cards and places them in a box or basket.

Examples:
school
pets
weather
holidays
a classroom problem
circus
sports
places to eat
favorite seasons
a playground problem

Students choose a partner and are given a two minute time limit to prepare. Pairs engage in a conversation using good eye contact, speaking one at a time, in well modulated voices, before the large group or privately

Students then do the above activity with three to four others. Small groups may require 15 minutes planning time before presenting their conversations before the large group.

Other students formally or informally evaluate the observed conversation skills and offer positive reinforcement for appropriate behavior. Students are to watch for staying on topic, eye contact, taking turns speaking and being kind to others.

How might you vary this activity:
Teacher first has students create a rating scale or checklist to use during a more formal critique. Then pair students to perform a mock conversation on videotape. The remainder of the class critiques the conversation using the rating scale or checklist.

Use a taped conversation from a well-liked TV show as the subject of a student critique. Stop the tape to examine/highlight both appropriate and inappropriate behaviors.

Interviewing Strategies (Worksheet page 192)

When you, the teacher, might use this activity:
Use this activity to teach students about a formal step-by-step procedure for interview.

What might need to be done:
The teacher should present the steps in interviewing to the entire class perhaps on the overhead projector. A sample situation with sample questions should be created to elaborate further.

How might you vary this activity:
Students choose a job they think they could answer questions about. Students pair up and do a mock interview for practice.

Interview (Worksheets pages 193-194)

When you, the teacher, might use this activity:
Use as a homework activity to reinforce skills in interviewing in a non-threatening situation.

What might need to be done:
The child interviews a family member using the family interview guide sheet or the gathering-facts-grid.

How might you vary this activity:
Students might make up a small scrapbook on their family member or do a little historical booklet of the family to be shown to class.

Ask students to complete either or both worksheets themselves. Then ask students to interview their parents and compare the information they already knew/assumed with what they learned.

Interviewing Strategies

A. Preparing for the Interview

1. Decide what information you need.
2. Prepare a set of questions that should produce the information you need.
3. Think of a resource person who has this information and ask for an interview.

B. Conducting the Interview

1. Meet the person and introduce yourself.
2. Explain the purpose of this interview, ask your questions and take notes.
3. Close the interview and thank the person.

C. Evaluating the Interview

1. Summarize your information
2. Self-evaluate how complete the information is. What would you do differently next time?

Family Interview

Name of Student: ______________________________

Name of person interviewed: ______________________________

Relationship to student: ______________________________

1. Where were you born? ______________________________
2. What happy time do you remember while growing up? ______________
____
3. What was your favorite hobby? ______________________________
____
4. Did you have any special adventures? ______________________________
____
5. Do you have any pictures of yourself as a child? ______________
May I have one to take to school? ______________
6. Can you tell me about one of your childhood friends? ______________
____
7. Tell me what you were like at my age. ______________________________
____
8. What did you think you would do when you grew up? ______________
____
9. What do you remember learning in school that helps you now in your adult life? ______________________________
10. How was your life different than mine? ______________________________
____
____

Gathering Facts

If you need help, ask for parental assistance in completing the chart below.

Information	Mother	Father
First and middle name		
Date of birth		
Present age		
Number of brothers and sisters		
Present type of employment		
Favorite color		
Favorite food		
Greatest achievement to date		
Most important possession		
Unfulfilled dream		
What he/she values most in life		

The Public "You"

Students often ask, "When can we go on a field trip or job visitation?" The answer is "When you are ready." Before inviting guest consultants, going on community field trips or participating in visits to community businesses, teachers should directly instruct students on appropriate social skills. To prepare students for public activities, instructors must model the skill and have students practice the skill and apply the skill, then test the skill.

It is appropriate to provide direct instruction in the following:

1. Behavioral expectations traveling to and from the business.
2. Appropriate greeting to the host including introductions, handshake, eye contact, and smile.
3. Attentiveness, including good body language and giving "I'm interested" messages.
4. Having good questions based on information about your interest in this occupation.
5. Using common sense. For example, respecting patients' privacy when touring a hospital.
6. Personally thanking the host/hostess.
7. Thanking the driver.
8. Writing a thank you note to the business and addressing an envelope.

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Polling Opinions (Worksheet page 196)

When you, the teacher, might use this activity:
After students have gained some understanding of interviewing, they will be willing to branch out and interview other students and teachers.

What might need to be done:
The worksheet and plans for conducting an opinion poll need to be discussed in class as part of the introduction to the activity. Include information about national/local issues where opinion polls are used.

Students will need more than one day to complete both sets of questions. Teachers can make this an assignment during class or it could be a homework assignment. Students compile the answers received from students' interviews. Teacher responses are then compiled. Have paired students interview/be interviewed by their partners about what was compiled, impressions gathered, future topics for interviewing.

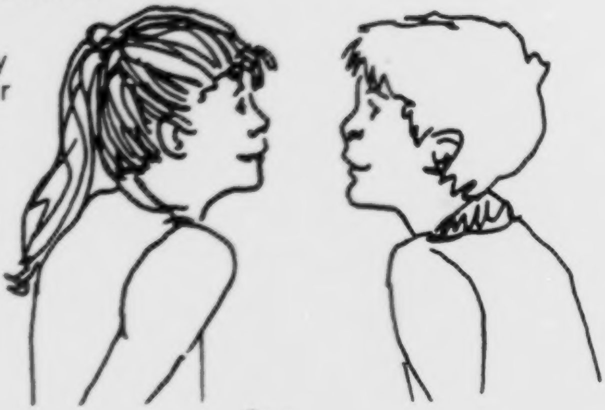
How might you vary this activity:
Or make a bulletin board for the entry way of the school with quotations from interviewers. One student could be designated as the photographer and quotes are put under the person's picture.

Help students develop questions necessary to gather data for a biography. Assign students to interview staff members within the school. Compile a staff biography to be published in the school newsletter. Interview students for a biography to be published. Try interviewing PTA members, or the principal. Use a tape recorder for assistance.

Polling Opinions

Interview two students whom you don't know very well. Ask the following questions and record their answers in the space below.

QUESTION:
What do you like most about our school?



Name of student #1: ______________________ Age __________

____

Name of student #2: ______________________ Age __________

____

Name of student #3: ______________________ Age __________

____

Add this information to the "Student Survey Chart" in your classroom. Study the answers of several students to determine what people like about your school.

Now interview two teachers. Ask the following questions and record their answers in the space below.

QUESTION 1: What do you like most about our school?
QUESTION 2: What do you like best about your job?

Teacher #1 (Name): ______________________________
Question 1: ______________________________

____

Question 2: ______________________________

____

Teacher #2 (Name): ______________________________
Question 1: ______________________________

____

Question 2: ______________________________

____

Determine one thing that teachers and students like best about the school. Complete this sentence:
Many people like this school because ______________________

____

____

Employment Questions (Worksheet page 198)

When you, the teacher, might use this activity:
As students expand their social/communication skills, asking questions of people in business/industry will serve to expand their knowledge of career options.

What might need to be done:
Teacher distributes handouts or creates an overhead to show examples of questions that could be asked during a business interview. Students then develop their own questions based upon the person/profession they choose. Students are to find a "volunteer" to interview using the questionnaire. Completion of the questionnaire may take two to three days. Students then may be asked to present their findings to the large group.

Employment Questions

1. What is your name? ______________________________
2. What is your occupation? __________________________
3. Who do you work for? ____________________________
4. When did you choose this career? How did you happen to choose it? ____________________________

   ____
5. What are the main skills needed? ___________________

   ____
6. What training do you have? _______________________

   ____
7. What tools or equipment do you use? _______________

   ____
8. Do you work indoors, outdoors, or both? ____________

   ____
9. What are your working hours? _____________________
10. What do you like about your work? _________________

    ____
11. What would you change about your work? __________

    ____
12. What are the main benefits of this career? _________

    ____

    ____
13. Student Question ______________________________

    ____
14. Student Question ______________________________

    ____
15. What did you learn in elementary school that you use in your work now? _________________________________

    ____

    ____

The School-Work Connection

When you, the teacher, might use this activity:
To teach students the difference between the consequences of following directions at school and the consequences of following directions at work.

What might need to be done:
Discuss ways in which school rules relate to rules at work. Discuss authority figures who must be obeyed at school (teacher, principal) and at work (boss or supervisor).

List on the board ways in which school and work are similar:

- Attendance
- Being on time
- Completing assignments
- Getting along with others
- Respect for authority
- Trying to do a good job
- Asking for help

For each item, elicit responses (oral or written) from the students as to how these rules are different at school and at work. Stress the consequences if rules are not followed.

For example:

- Attendance - If we miss school too often, our grades will go down, and we may get into trouble with teachers, parents, and the principal. If we miss work too often, we may get fired or not make as much money.
- Completing assignments - In school, our grades go down if we don't work and the teacher may keep us after school, but we won't get suspended. If we don't do our work on the job, we may get fired.
- Asking for help - The teacher is usually around to answer questions. At work, we must listen carefully to instructions the first time and not keep "bugging" the boss. (But don't be afraid to ask if you don't understand.)

Stress the importance of practicing appropriate behaviors in school so they become habits before the students begin working on a job.

How might you vary this activity:
Keep discussion short and specific for very young students. Use written responses for upper grade students.

Here's How It's Done

II. COMMUNICATION

Section Title: Equal Opportunity

Instructional Goals:

A) to assist students in recognizing the similarities among groups of people.

B) to assist students in appreciating the diversity among groups of people.

Children often may come from an environment of "unequal opportunity." For this reason it is important that the classroom model both verbal and nonverbal behavior that provides "equal opportunity" for each student.

Some of the activities in this section are designed to expand students' personal horizons so that they learn to make responsible choices. Other lessons are designed to dispel the myths that can distort reality, i.e. that all girls like to cook and are poor at math or that all boys are tough on the outside and don't cry. This unit addresses gender, ethnic/racial and disability equality.

After exploring these issues, it is hoped that students will learn that brotherhood and sisterhood are based upon cooperation and friendship, mutual respect and personal dignity.

Activities:

The Most Likely . . .
False or True
Music with a Message
Fifteen Considerations
Search and Research
Preconceived Ideas
Tagged Out
The Hooked Ones
Working with Diversity

The most likely . . . (Worksheet page 203)

When you, the teacher, might use this activity:
This questionnaire can be used to explore gender differences, gender expectations.

What might need to be done:
The teacher might start by asking students who does what jobs at home - recording student answers on butcher paper to be taped to the wall. Then pass out this activity sheet and, either as a group, or individually but with large group sharing, discuss student responses. Note differences between various family structures/norms, teaching students to recognize and appreciate a broad range of differences.

How might you vary this activity:
Read through the worksheet for those with reading difficulties.

Adapted with permission from Looking Ahead, DOK Publications, Box 1099, Buffalo, NY 14224

False or True (Worksheet page 204)

When you, the teacher, might use this activity:
To survey class ideas and beliefs informally so that further instruction can be planned.

What might need to be done:
The teacher should just ask students to fill out the form with very little introduction (too much introduction could skew results). With the sharing of student responses, the teacher will want to discuss the appropriateness and/or inappropriateness of some students' assumptions. Teachers will also want to make students aware of "old" versus "new" cultural norms/familial expectations.

How might you vary this activity:
Again, statements might have to be read for some students.

Adapted with permission from Looking Ahead, DOK Publications, Box 1099, Buffalo, NY 14224

The most likely . . .

Place a check mark in the best column.
Who would be most likely to . . .

	Woman or Girl	Man or Boy	Both
1. Do the grocery shopping?			
2. Cook dinner?			
3. Change a light bulb?			
4. Change the baby's diapers?			
5. Make the bed?			
6. Weed the garden?			
7. Wax the kitchen floor?			
8. Pay the bills?			
9. Unplug the toilet when it's stopped up?			
10. Dust the furniture?			
11. Go to conferences with a child's teacher?			
12. Drive a child to his/her friends house?			
13. Hang up a new picture in the living room?			
14. Wash a load of dirty clothes?			
15. Wash the dishes?			
16. Change the oil in the car?			
17. Vacuum the living room?			
18. Barbecue hamburgers outdoors?			
19. Clean the bathroom?			
20. Clean out the garage?			
21. Empty the garbage?			
22. Mow the lawn?			
23. Help a child with homework?			
24. Be a Scout or 4-H leader?			
25. Organize a child's birthday party?			

False or True

Put a **T** in front of statements that are **true**, put **F** in front of statements that are **false**.

______ 1. All baby girls wear pink booties.

______ 2. Boys and girls are both people.

______ 3. Boys aren't supposed to cry. A boy who cries is a sissy.

______ 4. Girls are the weaker sex.

______ 5. Girls are made out of sugar and spice and everything nice.

Boys are made out of snips and snails and puppy dog tails.

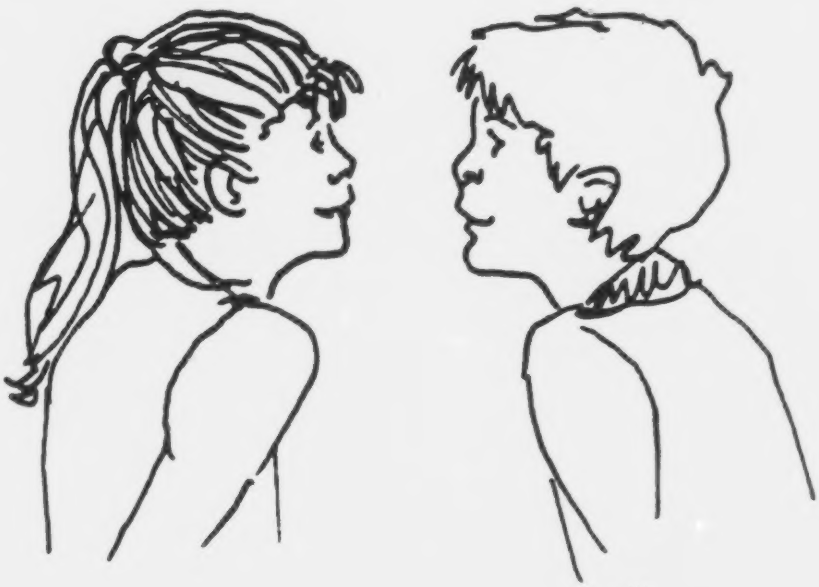
______ 6. Half the people in the world are males and half are females.

______ 7. Girls aren't supposed to fight but it is OK for boys to fight.

______ 8. Girls are softer-hearted and kinder than boys.

______ 9. Boys hit and punch when they fight. Girls scratch and pull hair when they fight.

______ 10. Girls talk more than boys. Boys are more active than girls.



Music with a Message

When you, the teacher, might use this activity:
When helping children understand and accept "handicaps", "impairments", "disabilities" and "inconveniences".

What might need to be done:
Play the tape or read the lyrics of the Mama Cass recording "Make Your Own Kind of Music" and ask youngsters what they think the special message might be. Then pass out, use an overhead and read aloud the quote from Mama Cass on page 206, discussing its specific meaning.

How might you vary this activity:
Continue with the musical theme by listening to Whitney Houston's song "One Moment in Time" (1988 Summer Olympics, ARISTA productions). Discuss in terms of its message for persons who are disabled and nondisabled and all ethnic groups.

Fifteen Considerations (Worksheet page 207)

When you, the teacher, might use this activity:
To help students understand appropriate behavior around people with disabilities.

What might need to be done:
Research your local library, school media center and local non-profit organizations for elementary-level videos on disability awareness. Have students view an appropriate film. Be sure to emphasize that all disabilities are not visible, i.e., cancer, epilepsy, AIDS. Read through these considerations with students. Discuss each point thoroughly.

How might you vary this activity:
Write each "consideration" on 15 cards. Divide the group into pairs and have each pair role play their consideration demonstrating the right way and the wrong way.

"A disability is an impairment of structure or function. It becomes a handicap when the individual perceives it as a barrier to his potential for work or play. If you are born with a disability and you allow it to hinder your functioning, then I'd call it a handicap, but if you do things another way in spite of the disability, then it's simply a matter of inconvenience."

Mama Cass and
The Mamas and the Papas

Fifteen Considerations When You Meet a Person with a Disability

1. Above all, remember that the person with a disability is a person and is like anyone else, except for the special limitations of the handicap.

2. A disability need not be ignored or denied between friends. But until your relationship has grown to be a friendship, be sure to treat that person with respect.

3. Be yourself when you meet. Look the person in the eye and smile the way you normally would. If you normally shake hands when you meet someone, extend your hand now too.

4. Talk about the same things as you would talk about with anyone else.

5. Offer help only when it is requested. When a person with a disability falls, he may wish to get up by himself just as many other people prefer to get along without assistance. So offer help but wait for a request before giving it.

6. Be patient. Let the person with a disability set his own pace in walking or talking.

7. Don't be afraid to laugh with the person, to share stories, to share secrets.

8. Don't stop and stare when you see someone you do not know with a disability. They deserve the same courtesy anyone should receive.

9. Don't be over-protective or over-solicitous. Don't shower the person with kindness.

10. Don't ask embarrassing questions in public. If you have a question you'd like to ask that you think is important, ask it in private when you are alone with the person with a disability. Then neither of you will be embarrassed.

11. Don't offer pity or charity. The person with a disability wants to be treated as an equal. She wants a chance to prove herself.

12. Don't try to separate the person from his wheelchair or crutches unless you are asked to. They may want them within reach.

13. When dining with a person with a disability, don't offer help in cutting food. You or the waiter will be asked if help is needed.

14. Don't make up your mind ahead of time about the person with a disability. You may be surprised at how wrong you are in judging his/her interests and abilities.

15. Enjoy your friendship with the person with a disability. His philosophy and good humor will give you inspiration.

Search and Research (Worksheet pages 209-210)

When you, the teacher, might use this activity:
As an introductory activity to cultural/ethnic awareness, students assess the role of cultural/ethnic practices within their own family.

What might need to be done:
Understanding our own heritage complements and reinforces our understanding of the importance of culture and tradition in others' lives.

Distribute handout "Search and Research" to the students. The teacher may need to read and expand upon questions with students as a group. Set a deadline for completing the questions. Have students share their family "Search and Research" with the class, with pictures, stories, recipes and events.

Follow up questions for students

- Is ethnicity important to you? Why?
- Do you think it's important to others? Why?
- How has ethnicity influenced you?

How might you vary this activity:
Students could cook ethnic foods, play ethnic games, learn about another culture's art, drama, music, etc. Students could read stories of other cultures or compare and contrast their parents' cultural values to what that country seems to value today. Class could have a "theme day" with local minority businessmen and women who are invited to discuss their partnerships in the school and community. Or students in the school might have a "multicultural" fair for a day, a "multicultural" week.

Preconceived Ideas (Worksheet pages 211-214)

When you, the teacher, might use this activity:
In teaching aspects of workplace diversity this is an activity to expand student awareness of stereotyping.

What might need to be done:
Have students read through the handout silently or take turns reading as a group together. Ask students to fill in the blanks as they read.

Follow up Discussion:

1. According to what you know and have just read, what is a stereotype? (Definition: an image of a group of people that labels every member of that group with the same characteristics.)
2. List all the circumstances you can think of when stereotyping can be harmful and tell how they are harmful.
   Example: People in wheelchairs - may be denied a job.

How might you vary this activity:

1. Have students draw pictures of stereotypes of certain individuals or groups followed by discussion of what's wrong or harmful.
2. Have students role-play a stereotypical situation and how it's corrected.

Search and Research

Please "research" the following questions. You will need to ask older family members to help answer these questions.

1. What is the origin of your family' last name? What is its meaning? What, if any, changes did your family surname undergo when/if your ancestors came from their country to the United States?

2. What stories have been passed on to you about your parents? Grandparents? Ancestors? What do you know about your parents' or other ancestors' childhood, religion, politics, schooling, leisure activities, attitudes about death, etc.?

3. What languages have been important in your family's past and present? Ties to a "homeland"?

4. How did your parents, grandparents, great grandparents, etc. come to meet and marry? Are there family stories about these relationships (e.g., jilted brides, brief courtships, elopements, etc.)?

5. What historical events (e.g., the Civil War, the Depression, World War I, World War II, Vietnam War, etc.) affected your family most?

6. Is there a famous or notorious person in your family's past? What can you tell about him/her?

____

____

7. What traditional names have been used in your family? Nicknames? Are there any naming traditions?

____

____

8. What traditions have been handed down to you from your family? What traditions seem to be dominant in your family's history?

____

____

____

9. Are there any special family recipes that have been preserved and handed down from generation to generation in your family? Are they still in use today?

____

____

10. Are there reunions held among members of your family? How often? When and where? Who organizes the reunions? Who's invited? Who comes? Are there traditional foods and activities? Are stories and photographs exchanged? Are records of the reunions kept? Are there relatives you are happy to see during these reunions? Ones that you're not so happy to see?

____

____

____

Preconceived Ideas

Let's suppose it's the week before Christmas and you're given the task of buying a present for each of the following people:

Harry Skinner, a cab driver

Marsha Truelove, a Red Cross volunteer

Freddy Faster, a sixth-grade "A" student

Abigail Watson, a senior citizen

Which of the following gifts would you choose for each? Write the name of the person on the line.

a desk dictionary ______________
a rocking chair ______________
two tickets to the opera ______________
a pair of skis ______________
a leather jacket ______________
a makeup kit ______________
a Michael Jackson album ______________
a first-aid kit ______________

Did you choose:

- The leather jacket for Harry because "it's the kind of clothing a cab driver wears"?
- The first-aid kit for Marsha since "it may come in handy the next time she helps out in an emergency"?
- The desk dictionary for Freddy who "can always use a dictionary to help him with his studies"?
- The rocker for Abigail who "probably doesn't get around too much and who spends most of her time staring out the window"?

No doubt these are the "usual" choices. But the people on our list happen to be "unusual." They don't fit into such neat categories.

> Harry is a voice student who drives a cab in his spare time. He has nothing against leather jackets, but he'd prefer the opera tickets. He hopes to become an opera singer one of these days.

At 16, Marsha thinks Michael Jackson is "super." She listens to his records while doing volunteer work in the Red Cross CPR class every week. She doesn't need a first-aid kit to clean the mannequins used to teach breathing.

Freddy is working on a clown routine for the school Talent Show right now. A makeup kit would help his act a lot more than a dictionary would.

Born in Colorado, Abigail still enjoys skiing down a powdery slope on a brisk winter's day. She would put those new skis to good use, and has no need of a rocking chair just yet.

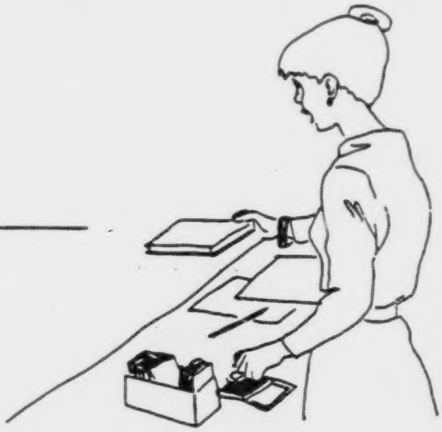
Did the labels on these people mislead you into making the "usual" choices? But your assumptions can be wrong! To know a person well you need a great deal of information, more than you'll find on a label. With nothing but a word or two to build from, your mind produced a stereotyped picture rather than the true one.

In printing, a "stereotype" is a metal plate which reproduces the same picture over and over. In thinking, a stereotype is a mental picture. It has all people in a particular group looking and acting the same way. Stereotypes can cloud our judgment because they ignore the fact that no two human beings are identical. People are, each and every one, different.

Take the cab driver, for example. In your mind did you picture him as a middle-aged, rugged, boisterous, gabby family man? That is one stereotype of a "cabbie" - the one you usually see on TV or in movies. But real cab drivers can be young or old, sensitive, educated, soft-spoken, shy, unmarried, and either male or female. Be careful that you don't think in stereotypes!

Here are some other examples of stereotypes. Do you recognize them?

1. She wears her hair tied in a bun.
   She wears horn-rimmed glasses.
   She's unmarried.
   She's always saying "sh" to people.
   She spends her days surrounded by books.
   She is a ________________



2. He's fast talking and fast moving.
His secretary will do any task he asks.
He's fearless and can take a beating as well as give one.
He's really clever and usually outwits the police.
His clients often include beautiful women.
He is a ______________

3. She's a big, meddlesome lady with a loud voice.
She pays surprise visits to her children.
She's fond of saying, "my poor baby."
She has been know to wreck some marriages.
She likes to spoil her grandchildren.
She is a ______________

How true-to-life are these stereotypes? Usually, a stereotype has some truth to it. There probably are some librarians who wear their hair in a bun, private detectives who are chased by beautiful women, and mothers-in-law who are pests. But there are many more who do not fit these descriptions. The danger in the stereotype is that it distorts our understanding of people by ignoring their differences.

Some adults have a way of stereotyping young people. Perhaps you have heard their argument. It goes something like this:

> "You kids are all alike. You show no respect for your elders,
> you have poor manners, and your speech
> is as sloppy as your dress. You don't realize
> how good you have it. Now in my day . . ."

The harm there is that the person who believes in this stereotype may act on this belief. In the case just mentioned, you, as a young person, would be the victim. Maybe you've already had the experience. Have you ever met a merchant who doesn't trust kids in his store? A bus driver who hates all kids who go to that school on the hill? A teacher who is suspicious of a boy with long hair?

Stereotypes are often used by the mass media - by TV, advertising, the movies magazines, comics, etc. Sometimes these stereotypes are amusing and entertaining. The henpecked husband, the absent-minded professor, the bearded hippie, all make us laugh because they are such exaggerations of the real thing.

The mass media rely on the fact that all of us have certain stereotypes in our heads. For example, the column at the left lists a number of different types of people. Can you match the person to the quality in the right-hand column with which he or she is usually associated.

_____ 1. Blondes
_____ 2. Fat people
_____ 3. Redheads
_____ 4. Athletes
_____ 5. Professors
_____ 6. Politicians
_____ 7. Teenagers
_____ 8. Actresses

a. lack of respect for adults
b. aren't scholars
c. smoke cigars
d. have more fun
e. are glamorous
f. are hot-tempered
g. are always jolly
h. are absent-minded

Stereotypes distort the truth. They suggest that all people in a particular group behave in the same way. They also suggest that only these people behave that way. Neither is true.

When people begin to stereotype others on the basis of their race, religion, or nationality, the result is "prejudice". Archie Bunker, the fatherly bigot of TV's "All in the Family", is guilty of this. Archie, like most bigots, sees only what he wants to see. Instead of judging people on their merits and abilities, he identifies them with a race or religion or nationality and then, either praises or blasts them.

It is important to remember that no one group in our society has a monopoly on brawling, laziness, ignorance, foreign accents, drinking, crime, greed, pushiness, etc. Nor does any one group have a monopoly on beauty, brains, glamour, strength, humor, talent, etc. Every group has its share of all of these human qualities.

To be sure, a certain amount of stereotyping is bound to occur. We all do it - usually without thinking about it. But it's a good idea to remember that no two people in the world are identical. Thus, no label can be pasted on an individual or group that truly describes that person or group.

After all, labels belong on products,
not people.

Tagged-Out

When you, the teacher, might use this activity:
To further expand on concepts related to equal rights and discrimination.

What might need to be done:
This activity should be started at the beginning of the day. Inform your students that the class is going to try a little experiment in discrimination (make sure they know what this word means). Explain that even though this is an experiment, they are to treat it as real. It will begin when the teacher states that the experiment is now begun, and shall continue throughout the day. (Be sure to inform school personnel of your plans.)

Randomly pick one-fifth of your students to be pinned with a yellow tag. These tags must be worn openly by the students, so that they can be easily seen.

All students will go about their normal school day with these rules:

- Yellow-tagged students may not associate with non-tagged students in any manner. They must not communicate with each other in any way. They cannot do school work with each other, nor play with each other.
- Yellow-tagged students must sit in the back of the classroom. Every time the class lines up for any reason, the yellow tagged students must be at the end of the line.
- Yellow-tagged students may drink from designated water fountains only. They must only use designated bathrooms. A yellow tag should be posted beside the lavatory and drinking fountain these students are allowed to use.
- At lunch time yellow-tagged students will eat their lunches at their own table. They may not eat with the class.

At the end of the day, ask the class to discuss or write about their feelings.

- How did it feel to be a yellow-tagged student?
    - when getting in line?
    - when eating lunch?
    - when using marked facilities?
- How did it feel to be a regular student watching what was happening to yellow-tagged students?

Relate their experiences with those of minority or ethnic groups in our country.

The Hooked Ones

When you, the teacher, might use this activity:
To facilitate student understanding of what if feels like to be different.

What might need to be done:
Pass out copies of the passage on page 217 or use as a transparency as students or teacher read aloud. Discuss the following issues or ask students to write responses to the following questions.

What is the meaning behind:

- The trout gets hooked.
- The trout is unable to swim freely.
- The trout fights to be free.
- The situation is too tough for the trout.
- He struggles with his environment.
- He struggles with the hooks that catch him.
- He masters his difficulties.

1. Why does the world only see the struggles of life? Do you believe this is true? Why?
2. Why is it hard for a person who is "free" to understand a person who is "hooked"? What does it really mean to be "hooked" in life?
3. Are you a free trout or a hooked trout? Explain your answer.

How might you vary this activity:
Write each of the questions on a separate card and give one to each student. Ask each child to write down his or her interpretation of the phrase on their card. Then ask each student to write a short paragraph answering question #3.

Working with Diversity

When you, the teacher, might use this activity:
Students may need help in making the connection between cultural/religious/disability diversity in school/at home and the diversity to be found in the workplace.

Additional Materials you need to do this activity:
Newspapers/magazines showing various occupations.
Glue, scissors, magic markers

What might need to be done:
Ask students to think about a career they would like to pursue. When they have selected a career, each student is asked to make a collage of 10-12 different types of people (i.e. Native American, person with blindness, person wearing a crucifix) they may meet or work with in that career. Each person they choose must be given a job title; this title needs to be written below the picture. One point will be given for each type of diversity represented; the student with scores of 80% (8/10, 9/10) can be given an award for creating "The Most Diverse Workplace."

When a trout rising to a fly gets hooked on a line and finds himself unable to swim about freely, he begins with a fight which results in struggles and splashes and sometimes an escape. Often, of course, the situation is too tough for him.

In the same way the human struggles with his environment and with the hooks that catch him. Sometimes he masters his difficulties; sometimes they are too much for him. His struggles are all that the world sees and it naturally misunderstands them.

It is hard for a free fish to understand what is happening to a hooked one.

Karl A. Menninger

Here's How It's Done

II. COMMUNICATION

Section Title: Problem Solving and Conflict Mediation

Instructional Goal:

A) to increase students' skills in identifying a problem and generating alternatives for successful solution.

B) to provide students with tools to develop skills in handling conflict.

Activities:

What to do?
Facing Choices
Smart Selections
Walk in Another Pair of Shoes
What about being left out?
I - Messages
Putting it to the Test . . .
The Problem-solving Team

What to do? (Worksheet page 221)

When you, the teacher, might use this activity:
When introducing skills in problem-solving, students need guidance and a framework to sort out the actual problem from their emotional response to a problem.

What might need to be done:
Young students are often "stumped" when they are put into difficult situations. Youngsters may jump at the first solution that comes to mind or they may make no decision at all. To help, direct instruction should be provided on the steps to be followed in effective decision-making;

1) Identify the problem
2) Gather information
3) Determine alternative solutions
4) Identify the anticipated consequences for each choice
5) Make a decision
6) Plan how to carry out the decision

Use the following worksheets to help students learn and internalize the process.

Facing Choices

When you, the teacher, might use this activity:
As a method to explore prioritization when problem-solving.

What might need to be done:
The teacher should lead a discussion of the ways we determine how significant a situation/problem is. For example, comparison of "costs", comparison of "benefits", prioritization based on "needs", etc. Student responses should be shared with the class, emphasizing and reinforcing good reasoning skills.

How might you vary this activity:
Students make up their own situations to be prioritized.

What to Do?

What should you do when you have a problem? Here are some steps that will help you make good decisions.

I. Identify the problem. What is wrong? Focus your ideas so that you can put your finger on exactly what's going on.

II. Do you need further information? More facts? More feedback?

III. List possible solutions. What are the three things you can do?

1.

2.

3.

IV. Identify the consequences of each choice you could make. What if . . .

1.

2.

3.

V. Look over the choices and the consequences. Which is your best option? What's your decision?

VI. Now create a plan to carry out your decision.

"Smart Selections" (Worksheet pages 223-226)

When you, the teacher, might use this activity:
After students have had direct instruction in a good step by step problem-solving procedure, the following activities could be used to apply/model appropriate strategies.

Additional Materials you need to do this activity:
Teacher-made Smart Selections cards

What might need to be done:
A number of activities can be planned around Smart Selections cards. The teacher can adapt Smart Selections scenarios and/or create similar scenarios (pictorial or verbal), placing the information on 5x8 cards, laminated.

Using teacher-made cards, these discussion starters may be helpful:

1. Scan the front side of each card. What would you do in each situation? Turn the card over and find out if your answer is the best one.

2. When have you had to make choices? Write your own answers to the problem on the card. When you are finished, challenge a friend to make smart choices using your card. Do you both agree? If you disagree, why?

3. Work as a team to arrive at a solution. Stack the cards picture-side up. Hold each card and ask: What is happening? How do the people feel? Tell about when you were in a similar situation. What behavior did you choose? Would you do the same thing again?

4. Divide into teams. Each team selects a card and finds a space in the classroom to plan and prepare a skit showing the activity on the card. Each team will role play their situation, including three possible answers. The rest of the class chooses the correct answer: thumbs up for smart choices, thumbs down for the others.

How might you vary this activity:
Use the Smart Selections worksheet as an individual exercise for older students. Discuss choices.

Adapted with permission from Smart Choices, Argus Communications

Smart Selections

1. When you get home from school you open the front door and your dog runs out. He runs past your house and the next house and far out of sight. You are worried that he will get lost. What would you do?
   - A. Run after him.
   - B. Call the fire department.
   - C. Call a neighbor immediately.
   - D. Call one of your parents and ask what to do.

2. Let's say you have a younger brother who puts a toy boat in the toilet and flushes it down. Now the toilet is overflowing. What would you do?
   - A. Call the phone operator for help.
   - B. Call one of your parents.
   - C. Run to a neighbor's house immediately.
   - D. Reach behind the toilet to the valve supplying water and turn the handle to close it. Then mop up the water.

3. You are watching TV in the living room. You smell smoke coming from the kitchen. You see that the curtains are on fire. What would you do?
   - A. Try to put the fire out.
   - B. Call the fire department.
   - C. Call one of your parents.
   - D. Run immediately to a neighbor you know is home. Then call both the fire department and one of your parents.

4. When you get home from school or day camp, you notice that a window is broken. It wasn't that way in the morning. You go in and see that the living room furniture has been pushed around and drawers have been dumped on the floor. The same thing is true in the kitchen. What would you do?
   - A. Straighten up the mess before your parents come home.
   - B. Call the police.
   - C. Call one of your parents.
   - D. Run to a neighbor's house immediately. Then call the police.

5. The burglar system starts to ring. You are inside reading a book. What would you do?
   - A. Run to a room with a lock on the door, lock it and call the police.
   - B. Run to a neighbor's immediately.
   - C. Hide under your bed.
   - D. Try to turn off the alarm.

6. Here are four rules to follow when walking home from school. One does not belong. Which is it?
   - A. Wear a tall hat so you seem bigger than you are.
   - B. Cross the street only at the corner.
   - C. Obey traffic signs and signals.
   - D. Walk facing the traffic if you have to go down a road with no sidewalk.

7. A teenage boy comes to your door. You have never seen him before. He wants to come in and show you some magazines you could buy. What would you do?
   - A. Tell him you are not interested. Do NOT unlock the door.
   - B. Invite him in.
   - C. Tell him to come back later when your parents are home.
   - D. Call the police.

8. You get a small cut on your arm. Here is a list of things to do to make it better. One does not belong. Which is it?
   - A. Put a gauze pad or clean cloth or tissue on the cut with just enough pressure for the blood to stop.
   - B. Wash the cut.
   - C. Ignore the cut.
   - D. Cover it with a bandage to keep it clean.

9. After dinner, you are watching TV. All of a sudden the lights go off, and the TV and every other electrical appliance stops working. It is dark out. You want to see. What would you do?
   - A. Get a flashlight. Then call one of your parents and ask whether you should stay in or run to a neighbor's house.
   - B. Try to find the fuse box to fix the problem.
   - C. Run to a neighbor's house immediately.
   - D. Light some candles so you can see what you are doing.

10. You burn your finger. Here is a list of things to do. One does not belong. Which is it?
   - A. Place it in cold water for a few minutes
   - B. Dry it gently with a clean towel.
   - C. Cover with thick slices of butter.
   - D. Cover loosely with a bandage.

11. You break a glass filled with milk. What would you do?
   - A. Glue it back together.
   - B. Pick up the pieces and throw them away. Mop up the milk.
   - C. Sweep the pieces to a corner or the wall. Mop up the milk.
   - D. Leave the room, but first post a "do not enter" sign at each kitchen door, so your brothers and sisters won't go in and get hurt.

12. Let's say you have a two-year-old sister who gets into a kitchen cabinet that should have been locked. She swallows some cleaning product. What would you do?
    - A. Turn her upside-down immediately.
    - B. Call the operator immediately.
    - C. Call the poison-control center number by your phone immediately.
    - D. Call one of your parents immediately.

13. You try to call one of your friends, but the phone is dead. Here is a list of things to do. One does not belong. Which is it?
    - A. Check to see if one of the extensions has fallen off the hook.
    - B. Go to a neighbor's house and call one of your parents so he or she will know.
    - C. Go to a neighbor's house and call the phone company to report the problem.
    - D. Shake the phone a couple of times.

14. Here are four kitchen rules for you. One does not belong on this list. Which is it?
    - A. Do not use sharp knives.
    - B. Do not turn on the oven or stove.
    - C. Do not leave any spill on a counter or on the floor.
    - D. Do not eat while you are at home.

15. You are walking home from school or camp. A dog you have never seen before runs up to you. What would you do?
    - A. Feed it your leftover lunch.
    - B. Run away as fast as you can.
    - C. Continue walking at your regular pace.

16. Somebody was supposed to pick you up after school or camp and take you to a piano lesson. This person never showed up. What would you do?
    - A. Hitch a ride to the piano lesson even though you will arrive late.
    - B. Try to walk home from school or camp.
    - C. Find your homeroom teacher or camp counselor and ask what to do.
    - D. Call one of your parents to make a decision as to what you should do.

17. You've lost your house key. What would you do?
    - A. Wait outside until one of your parents gets home.
    - B. Go back to school or camp and try to find the key.
    - C. Use the key your parents have hidden in the backyard for just such an emergency.
    - D. Go to the home of the neighbor who has a spare key to your house.

18. You are walking home from school or camp. A man you have never seen before pulls up in his car, rolls down the window and asks for your help in finding a nearby ice cream store. What would you do?
    A. Get in the car and show him where it is.
    B. Give him instructions, but do not get in or near the car.
    C. Tell the man you don't know where it is, and keep on walking.
    D. Pretend you are hard of hearing. Keep on walking. Do not get involved in a conversation with a stranger.

19. In every neighborhood there are some places that parents consider unsafe and, therefore, off limits for you to go alone. Which of these four would your parents consider unsafe?
    A. An unattended swimming pool.
    B. The woods.
    C. A construction site.
    D. The town dump.

20. A woman calls. You don't know who she is. She asks to talk with your mom and says it is very important. What would you do?
    A. Hang up on her.
    B. Tell her your mom isn't home; she should call back later.
    C. Tell her your mom is in the bathtub and can't be disturbed; she should call back later.
    D. Tell her your mom can't come to the phone at the moment. Take down her name, number and a short message. Tell her your mom will call back. Then call your mom and give her this information.

Walk In Another Pair of Shoes

When you, the teacher, might use this activity:
To enhance students' abilities in taking another's perspective as well as strengthening problem-solving skills.

What might need to be done:
Scenarios can be placed on 5x8 cards, laminated. Students are to read the problem, working through problem-solving strategies to arrive at a solution from the parents' point of view. Each student needs a turn at being the "parent" in this decision-making process.

1. Mark had trouble for one semester in math. His parents agreed to reward him with something he "really wants" if his grades improve. Last semester, Mark got an A+ in math and showed his parents an ad for a minibike. It's on sale and he's wanted one for more than a year. The problem is that Dad has been out of work for six months and money is very low.

2. While doing son John's laundry, Mom empties out his pockets and finds $5.00. The same amount disappeared from her purse two days ago. She speaks with Dad, saying "Should we even ask him if he took it - or does that mean we don't trust him?"

3. Uncle George arrives with a lovely white kitten - a gift for the entire family. The family has just moved from an apartment to a house so, for the first time, the children can have a pet. But soon there is a big argument:

   Who will keep the litter clean?
   Who will wash the dirty dish?
   Who will see that food and water are put out night and morning?
   What shall the kitten be called?

   No blows have been struck, but the atmosphere is very tense and noisy when Father comes upon the scene.

4. It's noon. The twins, Terry and Jerry, have gotten into quite an argument over who is going to mow the lawn. Terry has accepted an invitation from his friend to spend the afternoon swimming. Jerry says, "But you know I have baseball practice this afternoon and you promised to do it this week." Dad says the grass is already much too long and cannot be put off another day.

5. Mom and Dad rent a cabin in the mountains for three weeks as a surprise for the family. (The whole family had discussed the idea earlier and the kids thought it sounded great.) Mom and Dad told the kids at dinner tonight. Unfortunately their reactions weren't positive:
   Tom - I have two swim meets during that first week - I gotta be here.
   Susie - Oh, Dad, Sally's slumber party is the second week. I can't go.
   Tim - I just got a paper route. I want to stay at home. You go without me.
   Dad - This was going to be a family vacation.

6. Ted has to stay after school today for his class spell down. He has made it all the way to the finals. But that means he will miss the bus and will have to be picked up. Julie has her piano lesson at 3:30. As Mother is trying to figure out how she can be in two places at one time, Dad phones to say he is bringing an old friend, who is in town just for today, to dinner this evening. Mother hangs up the phone and turns to the children for help in solving the problem.

How might you vary this activity:
Ask students to role-play good and bad solutions for each scenario.

What about being left out? (Worksheet page 229)

When you, the teacher, might use this activity:
Situations often arise when students are purposefully or inadvertently left out. This activity deals with this common problem experienced by everyone.

What might need to be done:
Explain that everyone goes through feelings related to exclusion at one time or another. Work through the activity as a group and reinforce these problem-solving strategies as the problem arises in real life.

How might you vary this activity:
Ask students to think of a situation where they might have been left out. Have each student role play how they could deal with being left out in the situation they describe.

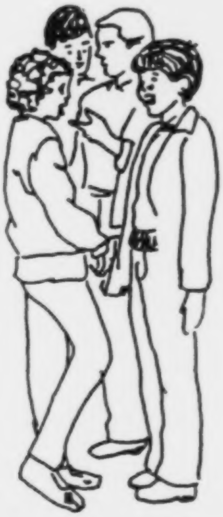
What about being left out?

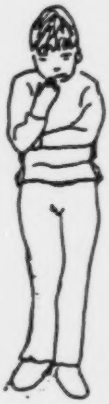
In order to effectively deal with being left behind, you will want to find a solution that either lets you become involved in the activity or gets you out and moving with another activity.

Ask yourself some questions:

1. Am I really being left out?
2. Why might I be left out?
3. What can I do? (e.g., waiting, leaving, telling others how I feel, finding another activity to engage in, or ask to be included).
4. Develop a plan.
5. Act on your plan.

Here's a situation that needs a solution:





While standing around with some of the guys in his last period class, Jim was listening to a conversation about an upcoming basketball game. As the conversation progressed, the boys decided who would be going and when they would be picked up. When they got all done planning, Jim had been left out. He wanted to go to the game with the guys, but the others never included him in their plans. Jim felt very bad about being left out.

How should Jim deal with being left out of the plans to attend the ball game?

Can you think of a situation where you have been left out? How did you feel about it? How did you solve it? What did you do?

Teacher Preface

Direct instruction will be required to introduce students to the steps to be followed when working with conflict. The teacher will need to explain each point and appropriately elaborate given students' age and maturity.

1. **Separate the person from the problem.**
2. **Define the conflict.**
3. **Listen to each other's point of view; no put-downs or name calling.**
4. **Discuss what each person needs.**
5. **Brainstorm solutions together.**
6. **Decide on a solution together.**
7. **Carry out that solution.**

I - Messages (Worksheets pages 231-232)

When you, the teacher, might use this activity:
Oftentimes a person gets into an argument with another person because he/she states his side of the situation by using accusations. For instance, someone might say, "You are always making fun of me" or, "You never pay attention to what I say." By using "I" messages, a person removes the accusations and replaces them with how it feels. For example, instead of using the statements above, one might say instead, "I feel angry when you make fun of me because it makes me feel unimportant" or, "I get frustrated when you don't pay attention to me because I can't get my point across."

What might need to be done:
Part I
In order to help students investigate their feelings during conflict, ask students to individually complete the first worksheet. Review findings by asking for volunteers to share their responses.

Part II
The teacher should explain the point of "I-messages". Ask students to individually fill in the second worksheet, then ask three to five students to share their responses to each item with the class.

How might you vary this activity:
Have students create their own I-message, evenly representing both positive (I feel happy that you . . .) and negative (I fell sad when you . . .). The next day, students might report back to class how they used an I-message to help stop an argument.

I-Messages

Part I

Answer each question as honestly as you can. The purpose of this exercise is to see how you handle conflict situations.

Problem solving situation	What I usually do	How I feel
1. When someone calls me a name . . .		
2. When someone blames me for something I didn't do . . .		
3. When someone pushes or hits me for no reason . . .		
4. When someone steals my things or money . . .		
5. When someone "puts me down" or makes fun of me . . .		
6. When someone tells me to do something I don't want to do . . .		
7. When someone talks behind my back and says things that are lies . . .		

When I get angry I ________________________________

I (am, am not) satisfied with the way I now solve conflicts.

I (would, would not) like to learn ways to solve conflicts more effectively.

I-Messages
Part II

Design an I-message for each of the following.

1. You are talking to a person who has interrupted you several times.
   I feel ____
   when you ______________________________________
   because ______________________________________

2. Your mom says, "Stop bugging me. Can't you see I'm busy."
   I feel ____
   when you ______________________________________
   because ______________________________________

3. You're complaining because "You always make me do the dishes."
   I feel ____
   when you ______________________________________
   because ______________________________________

4. Your friend just called you a name you hate.
   I feel ____
   when you ______________________________________
   because ______________________________________

5. Your brother just switched days for washing the dishes with you so you could watch a TV program you like.
   I feel ____
   when you ______________________________________
   because ______________________________________

Putting it to the test . . .

When you, the teacher, might use this activity:
It is important to learn to get along with teachers and fellow students in school so that students can learn skills to get along with a new boss and fellow workers. Teachers may need to inform students so they can prepare for this interrelationship.

What might need to be done:
Ask students to role-play or describe how they would feel in each of these situations.

- A teacher has just chosen you to give an oral report tomorrow. You've got plans for tonight.
- A teacher in a particular class lectures all the time and then expects you to do the work independently. You need more help.
- Working in a group you find that other students do not share the same ideas and opinions you have.
- A teacher constantly calls on you in class.
- A fellow-student has just lied about you to get himself out of a difficult situation; you heard him.

Develop skills in creating "I-messages" and/or elaborate to develop skills in conflict resolution.

The Problem-Solving Team (P-S Team)

When you, the teacher, might use this activity:
In order to apply new skills, and reduce dependence upon teacher mediation, this self-monitoring structure may be useful.

What might need to be done:
Only after students have been through instruction and practice with problem solving and conflict mediation activities should a team be organized. The P-S Team can work to resolve minor difficulties on the playground, in the cafeteria, in the halls or within the classroom. Select the team carefully and plan to train on a regular basis.

Here's How It's Done

III. EXPLORING COMMUNITY PARTNERSHIPS

This chapter creates connections between school activities and work in the community. It is designed to help students become more aware of the many opportunities available in their neighborhood, as well as the social skills and the work ethic that their community values.

This chapter is composed of five sections:

Building Community Service
- Family and Community Service
- Mini-community Activities
- Gift of Service Coupon
- Making It Real

Let's Ask a Guest!
- Teacher Preface
- Connections Around Behavior
- Behavior Counts!
- Interviewing Options
- Tools of the Trade
- Student Evaluation of Guest Speakers

Study Trips
- Teacher Preface
- Rules for Field Trips
- Riding the Bus
- Activities to Prepare for Field Trips
- Field Trip Check Up
- All Kinds of Cards
- Making Greeting Cards

Career Awareness
- Teacher Preface
- Career Awareness Report
- A Special Project

Student Entrepreneurship
- Teacher Preface
- Slogan Hunters
- Invent a Product
- Design a Box
- Juice and Cookie Sale
- The Career Carnival

Here's How It's Done

III. EXPLORING COMMUNITY PARTNERSHIPS

Section Title: Building Community Service

Instructional Goals:

A) to increase student understanding that giving to others without receiving a tangible reward (i.e., money, gifts) is of value in our society.

B) to expand student awareness of ways in which giving is appropriate.

Activities:

Family and Community Service

Mini-community Activities

Gift of Service Coupon

Making It Real

Family and Community Service

When you, the teacher, might use this activity:
As an introductory activity to community service, to reinforce "community as family" values, and to develop the concepts of "doing" and "giving" to/for others.

What might need to be done:
Throughout this activity the teacher has the responsibility to create linkages between the concept of interdependence among community members and the concept of interdependence among family members.

Ask students to help create a group definition of "community."

A. In order to show that the family is a small interdependent community, ask students to brainstorm job ideas for helping family members:

- yard maintenance
- pet care
- laundry
- garage cleanup
- housecleaning
- cooking

School is another interdependent community; do students have job ideas for helping at school:

- classroom helpers
- student tutoring
- lunchroom helper
- playground helpers
- library assistants
- traffic crossing guards
- teacher's aide
- student council

The larger community (city, town, neighborhood) could use job ideas for helping in the community:

- pick up trash around school or street
- make decorations, tray mats or favors for children in hospital or adults in nursing home
- create a play and/or present a performance at a hospital or nursing home
- collect food for homeless
- make colorful cards for someone to make them feel special
- play a game with a younger child
- participate in environmental activities
- be a pen pal to a student from another school or community
- collect cans
- offer to read to someone who can't read or an elderly person
- collect clothes for needy children

B. Students draw three pictures: family members helping family members, students helping each other at school, and people helping people in the community.

How might you vary this activity:
"Good deeds for the day" are developed by the teacher and kept in a decorated box. Examples: "Help Jack with his math today." "Study spelling with Sally." "Clean up the paper on the floor after art." Students draw one deed each day for a week. At the end of the week, the "good deed" students talk about how doing something for someone else made them feel.

Mini-Community Activities (Worksheets pages 240-241)

When you, the teacher, might use this activity:
To encourage students to think of family and school as mini-interdependent communities where their contribution may be significant.

How might you vary this activity:
Older students can take on responsibilities for helping in the cafeteria, school office, computer room, library, help the custodian, art teacher, music teacher, P.E. teacher, etc. Some negotiation with other faculty may be required.

Students are given blank cards and asked to list what they need help with on the card. Cards are signed, gathered and drawn from a box. Students work together to accomplish a goal.

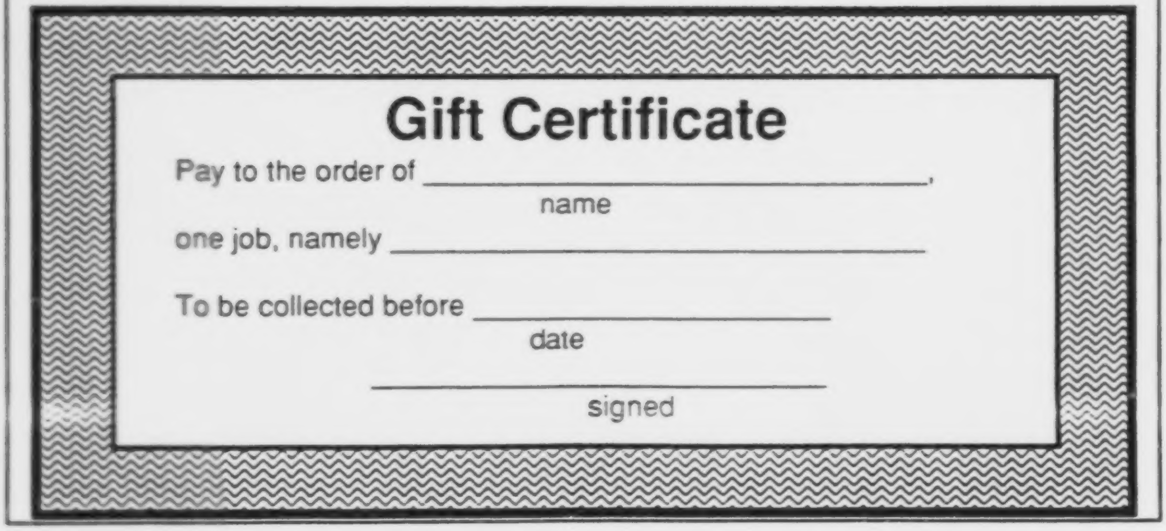
Gift of Service Coupon

When you, the teacher, might use this activity:
To further strengthen student understanding of volunteerism.

Additional Materials you need to do this activity:
Copies of ornate gift certificates.

What might need to be done:
Each student is asked to do one volunteer job for a person of their choice during that day/week, and follow through with this personal responsibility. Gift certificates function as an informal contract between parties.

Sample:



Gift Certificate

Pay to the order of ______________________________,
name

one job, namely ______________________________

To be collected before ____________________
date

____
signed

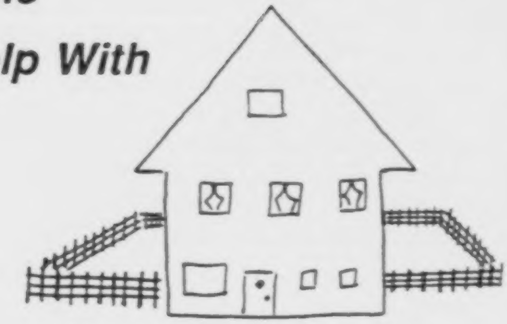
Classroom Jobs

Here are my classroom jobs for ______________________________ .

Dates

Classroom Job	**Responsibility**

My Jobs at Home
or Things I Could Help With



1.

2.

3.

4.

5.

6.

Sketch a picture of yourself doing one of your jobs at home.

Making It Real

When you, the teacher, might use this activity:
Anytime during the year after students become aware of community service.

What might need to be done:
Good Bears of the World is an international organization which provides teddy bears to needy children at wholesale cost.

1. Students work to earn the money to buy the bears. A good deal of practice with math skills is inherent in this; calculation of the cost of bears, cost of packaging and/or delivery, amount of money necessary, amount of earnings per child, etc.

2. Students divide into teams and decide where they would like to take their bears. Suggestions are: hospitals, homeless shelters, community agencies, schools, day care centers, foster homes, police department.

3. Teams contact centers and decide when they may come to visit. Teams get a list of children who will receive bears and then experiencing giving them to recipients .

   Or students draw the names and addresses of needy children and write to them before they visit. Students then meet the children they've written to and give away the bears.

How might you vary this activity:
As students earn money to buy the toy bears, they may select a committee to go with the teacher to purchase the bears at a discount store.

Students keep the bears, dress the bears, etc., but know on a certain date they will be given away.

Contact between the class and the agency receiving the bears is encouraged and maintained throughout the year.

Developd through the cooperation of Good Bears of the World International,
P.O. Box 8236, Honolulu, Hawaii 96815

Here's How It's Done

III. EXPLORING COMMUNITY PARTNERSHIPS

Section Title: Let's Ask a Guest!

Instructional Goals:

A) to introduce students to community helpers and local business people by using guest consultants.

B) to increase student skill in initiating and maintaining verbal communication.

Activities:

Teacher Preface

Behavior Counts!

Connections Around Behavior

Interviewing Options

Tools of the Trade

Student Evaluation of Guest Speaker

Teacher Preface

Advance preparation is required when planning guest presentations. Consultants may be obtained through a variety of resources, including speakers bureau, the Chamber of Commerce, or community organizations, and businesses.

a. **The invitation can come from individual students.**
- Each student invites a speaker.
- Each student introduces his/her special speaker.
- Each student writes a thank you note to that speaker.
- The teacher/aide writes a thank you note to the speaker's employer.

Or a "team" of three or four students can be given responsibility for a guest consultant;
- Greeter
- A person to introduce the speaker
- The thank you note writer
- A person who pins speaker ribbon on guest
- A person who presents certificate of participation to guest

Or the invitation to speak can be extended to parents by the teacher. (See Sample 1 on page 245.)

b. **To prepare for a speaker, the teacher needs to secure;**
- a display table
- chart paper/stand/markers
- additional AV equipment that may be requested.

c. **The teacher also needs to establish and maintain cooperative relationships with local resources. The following are suggested:**

After introducing the lesson and explaining the assignment to students, develop a letter for parents, friends or people in the business community that each child may invite as a speaker. (See Sample 2 on page 246.) After extending an invitation by phone, children may hand-deliver the letter or mail it. The child returns the bottom half of the page to the teacher so the speaker may be appropriately scheduled. Once names of speakers have been gathered, scheduling becomes a priority. Sample 3 on page 247 could be sent in advance to a speaker. It confirms the date and time of his/her presentation and provides guidelines for addressing young audiences.

Following a speaker's presentation, the teacher must take the time to reinforce the school-community bond. The teacher can send a letter to the speaker's immediate supervisor or employer (Sample 4 on page 250) thanking him for allowing the speaker to come to school to tell about his job or company. Award certificates may also be presented to each speaker following the presentation. A notice in a local newspaper listing the company name and describing its support of the career awareness program is good way to reinforce cooperative agreements. Ask the school board to send thank you letters to each company, or print company names on a brochure to give to other companies.

Sample 1

Dear Parent of ____________________
Student

Our class is becoming aware of the worth and dignity of all work. Can you help us with our career awareness unit? We want to make a chart of different kinds of workers, duties, and tools. We also hope that some parents can come to school to tell about their work or hobby.

1. What is your job? Where do you work?
   Mother ____
   Father ____

2. What are some of your duties?
   Mother ____
   Father ____

3. Is there anything about your work which students would enjoy seeing (uniforms, tools, products, raw materials, pictures, demonstrations)?
   Mother ____
   Father ____

4. Would you be able to come to school to tell our class about your work or hobby?
   Mother ____
   Father ____

5. Do you know of another person who might be able to tell the students about his/her work or hobby? How might we contact him/her?
   ____

6. If you can come, please sign here and tell us the specific days of the week and times of day that are most convenient for you to come to school. We will contact you.
   Mother ____
   Days and times ____________________ Phone ____________________
   Father ____
   Days and times ____________________ Phone ____________________

Thank you for your help.
Sincerely,
Teacher

Sample 2

The Vital Link between School and the World of Work

A selected group of _______________ students is studying career awareness. One of the requirements of this course is that each student invite a guest speaker to come to school and tell the class about his/her job or career. The student must introduce his/her speaker and write a follow up thank you note.

The objective of these lessons is not to get students to make career choices, but rather to help acquaint students with the wide variety of occupations that exist. We hope this will make their present schooling more relevant to their futures.

We look forward to meeting you and hearing about your job. Thank you for your willingness to participate in our program. Without your cooperation, this phase of our program could not exist.

Sincerely,

Teacher
School

- -

Speaker Response Form

Name: ____

Occupation: _______________________________________

Address of your place of work: ______________________

Phone number for contact: __________________________

Do you need any special equipment for your visit? ______________

____

Dates you would be available to be guest speaker: ______________

Times you would be available _______________________

Sample 3

Dear

Thank you very much for your willingness to be a guest speaker. Without your cooperation, this phase of our program could not exist.

The objective of our guest speaker program is not to get students to make career choices, but, rather, to help students realize that everyone works and that all useful work is honorable. We hope to acquaint them with the wide variety of occupations that exist and to make their present schooling more relevant to their futures.

Your company or business may have some pamphlets or materials it would provide for you to bring along. We would appreciate appropriate handouts. Please bring sample tools and equipment you work with for children to view. Certainly if you wear a uniform or special clothing of any kind (welding hood?), bring or wear it if you can. Here are some suggestions about the kinds of things we would like to know;

- What is your job title and job description?
- What aptitudes or skills are important for your job?
- What are working conditions like?
- What are your fellow employees like?
- Do you have to deal with the public? If so, would you care to comment on this?
- If you are separated from people most of the time, working with things, how do you feel about that?
- What do you consider the best points of your job? The worst?
- Is your job personally rewarding or fulfilling? Do you recommend it as one of the alternatives students should consider?
- You may want to touch upon the financial aspect. Do you consider the pay to be adequate, very good, unsatisfactory?
- What is the outlook? Will this type of employment exist when these students enter the world of work?
- What changes in equipment, automation, personnel, training requirements have you experienced in the time you have been in this field?
- What training is required? (High school? College? Apprenticeship? Trade School?)
- Is the field difficult to enter? (Union membership, professional school entrance quotas, etc.)
- How does this type of career relate to what these students do now in school?

1. We will be expecting you at __________ on ________________.
2. Should you need any audio-visual equipment, please let us know as soon as possible.
3. You will be speaking to _____ graders for _______ (amount of time) in Room ___ at (address of school, directions if necessary).

We look forward to your upcoming visit.
Sincerely,
Teacher

TIPS FOR CLASSROOM SPEAKERS

Bring lots of props. Children learn best from real objects, models or stories. They have trouble paying attention to descriptions or explanations of things they have never seen, touched, tasted or experienced. Parts of the real thing, artifacts of a place, souvenirs of an event or pictures really help them learn. Mockups, demonstrations and models, particularly working ones, are big hits.

Kids aren't used to lectures, detailed definitions and principles. Try to create a story, ideally involving a child the same age, that demonstrates the information you want to share. Children learn and remember information better when it's presented in this indirect way.

Keep your talk simple and clear. Children have limited experience and vocabulary and lack broad background knowledge. To make sure they understand what you are saying, ask them for feedback with questions like these: "Have you ever been to . . .?" "Who has seen . . .?" Provide plenty of description and examples.

Turn what you want children to do or learn into a game or a "playlike" activity. Kids don't distinguish between work and play, but when they are active and involved, they will "play" very hard at what you consider work. Toys, subject-related craft materials, such as cutouts, tracing and coloring, dramas and games can be effective ways to involve them in what they are learning.

Plan to entertain them with surprises, variety and tricks to keep their attention. Don't be too detailed. Use only a few examples to make your points.

Understand that youngsters see the world from their perspective not yours. Their concerns are different. Don't be surprised if some ask personal questions or others seem to be off the subject.

Don't be offended if these youngsters become loud, spontaneous and excited. Involved kids are enthusiastic kids. Spontaneous comments, questions and general lack of decorum show their interest.

Be sure to allow time for students to formulate and ask questions of their own.

Sometimes speakers need help focusing their presentations for students. Sometimes students need help listening for key information. It may be helpful to teach students specific questions to ask consultants so that limited time can be utilized most effectively. The following are questions that may be helpful in developing and expanding the benefits of this activity.

Suggested Questions for Guest Consultant

1. How has your particular job changed over the past 10 or 20 years?
2. What other training or experiences have you had that were helpful to you?
3. Do you use any special equipment on your job?
4. What are the main problems or frustrations you encounter in your work?
5. Was this your first job choice?
6. Can you tell us something funny or unusual that happened to you on this job?
7. Is there anything we should ask you?
8. What fields have you worked in over the years?
9. Why is this job important to you?
10. What do you dislike most about your present position?
11. How does this job support your way of living in terms of income, knowledge, working hours and leisure time?
12. Do you think that your past mistakes help you to make better decisions? Can you give an example of this?
13. What activities other than your job are you involved with that are a source of satisfaction to you?
14. Will you describe an average day's activities?
15. Do you know any specific characteristics a person should possess to be successful in your field of work?
16. What advice do you have for someone considering your field today?
17. What school subjects do you recommend someone take in school that would help in your line of work?
18. Are your personal hobbies very different from your job or are they similar?
19. Do you wear any special clothing on the job?
20. What employee benefits does your job offer?
21. How will your job change in the next 10 years?
22 What other occupations did you consider before deciding on this one?
23. Are there related fields you would suggest that we explore?
24. How did your interests help you decide on the job you wanted?
25. Who evaluates your job performance, and how is this performance evaluated?
26. What type of formal training have you had?

Sample 4

April 18, ____

Mr. David _____
Martin Marietta
Astronautics Group
Mail Stop 10966
P.O. Box 179
Denver, Colorado 80201

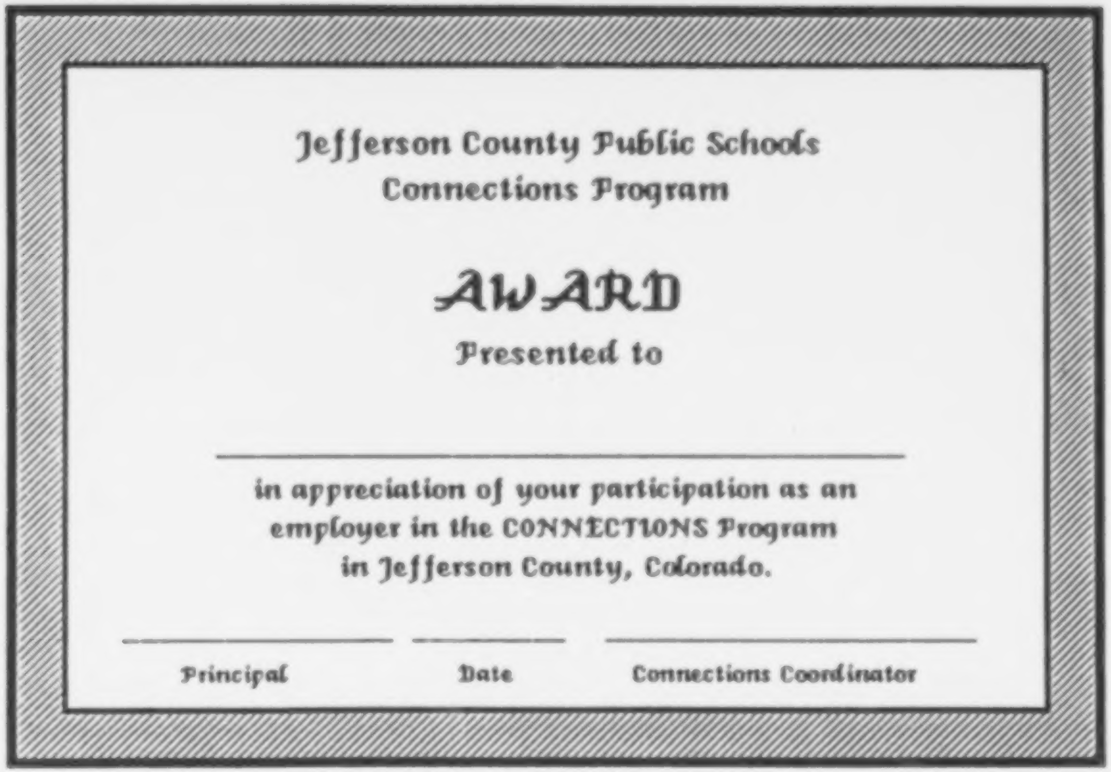
Dear Mr. _____:

Thank you so much for allowing Mr. Barns to speak to our career awareness class at Westgate about his work at Martin Marietta. His excellent communication skills and sincere interest in his career helped our students realize some of the possible opportunities available in the future. Mr. Barns' presentation was both enjoyable and informative.

Much of our career awareness program would not be possible without many wonderful and supportive people like Mr. Barns. Thank you for sharing Mr. Barns with us and thus helping us assist our students to look to their future. We hope we can count on your continued support of our program. Please extend our appreciation to Mr. Barns.

Sincerely,

Teacher



Jefferson County Public Schools
Connections Program

AWARD

Presented to

____

in appreciation of your participation as an
employer in the CONNECTIONS Program
in Jefferson County, Colorado.

____________	_______	________________
Principal	Date	Connections Coordinator

This type of certificate can be given to each guest speaker by the inviting student and teacher.

Behavior Counts! (Worksheet page 253)

When you, the teacher, might use this activity:
Before the first guest speaker ever comes, students need to become aware of appropriate behavior during presentations.

What might need to be done:
The teacher may need to allow students to practice using good audience behavior while a student or another teacher acts as a guest speaker.

Connections Around Behavior

When you, the teacher, might use this activity:
To develop the linkage between school behaviors and job performance, this activity can be used to focus students' attention on specific aspects

What might need to be done:
On separate paper, groups of three to four students are asked to brainstorm all the characteristics which are common to good workers regardless of the type of job they have. The teacher should define "characteristics", going over two or three examples to get students started in the right direction. Brainstorming can be done with a "scribe" writing ideas on butcher block paper with colored markers. After the groups have finished, each one should report to the class so a class summary can be compiled using the board or butcher block paper.

Examples:

on time
safe
checks own work
accepts criticism
listens & follows directions
helps others
is responsible
attends everyday

accurate
good behavior
well groomed
respects authority
honest
uses time wisely
corrects errors
follows rules

proud of work
gets along
good attitude
completes work
dependable
shows initiative
is flexible
cleans up area

Adapted from work developed by Devinny Elementary Special Education Team, Jefferson County Schools

Interviewing Options (Worksheets pages 254-258)

When you, the teacher, might use these activities:
To build skills in initiating communication with members of the community/work force, students may begin with interviewing exercises involving parents and gradually move to interviewing others outside the immediate family.

What might need to be done:
Allow students enough time to gather the information on the interview form. Once information has been gathered and shared, discussion can focus on a broad range of topics, from new information learned to the verbal and nonverbal reactions/reinforcement students perceived as they asked questions.

Behavior Counts!

Guidelines for students during presentations by guest consultants

1. Get your drinks and use the restroom before consultant speaks.

2. Greet the guest with a smile.

3. Call the guest by name.

4. Ask intelligent questions.

5. Raise your hand before you make a comment or ask a question.

6. Be polite by being a good listener.

7. Never talk during a consultant's presentation.

8. Have your desk cleared and sit quietly.

9. It is not polite to yawn when we have a guest speaker.

10. Always thank the consultant for coming to school.

Interview

Name of Interviewee ______

Name of Interviewer ______

Date of Interview ______

1. What is your name? ______
2. What is your occupation? ______
3. Who do you work for? ______
4. What tools or equipment do you use? ______
5. Do you work indoors, outdoors, or both? ______
6. When did you decide to choose this career? How did you happen to choose it? ______
7. What training do you have? ______
8. What are the main skills needed? ______
9. What did you learn in elementary school that you use in your work now? ______
10. What are your working hours? ______
11. How many vacation days do you have each year? ______
12. What are the main benefits of this career? ______
13. What do you like about your work? ______
14. What would you change about your work? ______

20 Questions

The following form can be used in interviewing guest speakers, workers you see on field trips and neighbors or people in your town.

Remember, not everyone may wish to answer each question. Take as much information as they wish to share with you. Be sure to thank each person.

Name of Interviewee ______________________

Name of Interviewer ______________________

Date of Interview ______________________

1. What is your job title? ______________________
2. Is your job in agriculture, industry or is it a service? ______________________
3. What does your job involve? ______________________
4. What special training or experience did you need for your job? ______________________
5. How did you find your job? ______________________
6. Are there many people who have the same kind of job? ______________________

7. Do you need to wear any special clothing? ______

8. What special equipment do you need? ______

9. What are the dangerous parts of your job? ______

10. What do you like about your job? ______

11. What do you dislike about it? ______

12. Why did you take this job? ______

13. Can you find this kind of job in any part of the country? ______
Why or why not? ______

14. Can both men and women do this kind of work? ______
Why or why not? ______

15. Does your physical size matter in your work? ______

16. Does your age matter? ______

17. Do you think your salary is high enough for the job you do? ____________

Why or why not? ______________________________

____

____

18. What other benefits do you get besides salary? ____________

____

____

____

19. Do you belong to a union? ______________________________

Why or why not? ______________________________

____

____

20. What other kinds of jobs could you have with your interests, experiences and training? ______________________________

____

Indepth Interviewing

1. What is your name? ______________________________
   What is your job title? ______________________________
2. What is the name of the company or business where you are employed?
   ____
   ____
3. Could you describe what exactly you do in your job?
   ____
4. What do you think is the most interesting part of your work?
   ____
   The least interesting? ______________________________
   The most aggravating? ______________________________
   The most rewarding? ______________________________
5. What technical skills, if any, are required at your job? ______________
   ____
6. What "people skills" are most important in your job? ______________
   ____
7. What kind of education is required to do the work you do? ______________
   ____
8. Would you recommend this line of work to others who are still in school?
   ____
9. What benefits does your position give you? ______________
   ____
10. Do you feel you receive adequate pay or compensation for the work you do?
    ____
11. I'd like to ask a general question about how to keep a job. What do you think is the main reason that people get fired from jobs? ______________
    ____
12. How do people generally get promotions and advances in their jobs?
    ____

Thank you

Tools of the Trade

When you, the teacher, might use this activity:
To place additional emphasis on work tools/technology.

What might need to be done:
Explain to students that tools are used by every worker, whether the tool is a simple one, like a pencil, or is a more complicated tool like a computer. Explain that tools often help make one's work easier.

Arrange to have a local law enforcement officer visit your classroom. Ask him/her to bring a broad range of tools such as handcuffs, whistle, walkie-talkie, flashlight, watch, city map, report form, badge, gun, etc. Explain that community workers, like this officer, use special tools to help them do their jobs. Let students generate a list of tools they think the officer might use. Include the idea that transportation vehicles like cars, motorcycles, horses, patrol boats, etc., might also be considered "tools." (If an officer is not available, a local auto mechanic can also provide good support for this lesson.)

Before the visitor comes, have students think of questions they would like to ask him/her. List the questions on the chalkboard.

Introduce the visitor. As s/he talks with students, be sure the tools are visible to the class. Ask him/her to demonstrate them. If possible, when the speaker is finished, let children handle the objects.

After the visitor has left, discuss the following kinds of questions with the class:

1. Which of the tools did you like best? Tell why.
2. Which tool(s) would you consider most important to a police officer? Give your reasons.
3. What are some tools you use which are important to you (have students look around the classroom, and also think about "tools" they use outside school).

How might you vary this activity:
Arrange for a field trip to a work setting where computers are used extensively, where telephones are a predominant tool, etc. Ask students to compare differences, likes and dislikes.

Note: It is extremely useful to keep a file of speakers and their resource material for later reference and career exploration.

Student Evaluation of Guest Speaker (Worksheet page 260)

When you, the teacher, might use this activity:
To increase student awareness of the presentation skills that are necessary for themselves.

After the speaker has left, have students fill in an evaluation and hold a follow-up discussion. Using this format, students can begin to evaluate each other when they give oral reports, etc. to the class.

Student Evaluation

Check your answer.

		YES	NO
1.	The speaker was interesting to listen to.	____	____
2.	The speaker did a good job of describing his/her job and the tasks and responsibilities involved.	____	____
3.	The speaker showed the connection between school studies and his/her career.	____	____
4.	The speaker gave information about the education and experience needed for a career in his/her field.	____	____
5.	The speaker brought in his/her "tools-of-the-trade"	____	____
6.	The speaker talked in a way that I could understand him/her easily.	____	____
7.	The speaker allowed time for me to ask questions of my own.	____	____
8.	The speaker did a good job in answering students' questions.	____	____
9.	The speaker made me interested in his/her career and made me want to find out more about it.	____	____
10.	I would like to hear this speaker again.	____	____

11. I would give this speaker a grade of _____.

Here's How It's Done

III. EXPLORING COMMUNITY PARTNERSHIPS

Section Title: **Study Trips**

Instructional Goals:

A) to allow students the opportunity to observe workers on the job.

B) to increase student awareness of socially appropriate public behavior.

Activities:

Teacher Preface

Rules for Study Trips

Riding the Bus

Activities to Prepare for Study Trips

Study Trip Check Up

All Kinds of Cards

Making Greeting Cards

Teacher Preface

The following suggestions are offered to assist instructors in organizing and maximizing a field trip experience. All students, regardless of ability level, benefit from these 'real world' experiences.

I. Teachers should first select an appropriate field trip site.

- See the list of possible field trip sites.
- Site should include businesses with representation of semi-skilled/skilled jobs to professional positions.
- Site should represent a cross-section of gender, ethnic and disabled.
- In setting up trips for a semester or year, try to plan as much variety in sites as possible, i.e. an indoor facility one time, an outdoor site the next time.

II. Try to include sites with traditional and non-traditional jobs. Use the Field Trip Inventory on page 267 prior to setting a date and time for a trip. Call the company or site, or visit the site in person, to gather complete information.

- Contact businesses by phone and set up time and date.
- Get parent permission. (See sample forms).
- Notify teachers and cafeteria of field trip schedule.

III. The following pages provide samples of letters used in organizing a field trip. Teachers will need to adapt these to their particular circumstances and/or school policies and procedures.

IV. Complete your preparations. Take care of all of those details such as administrative approval, transportation arrangements, chaperones, notifying other teacher, lunch plans, restroom stops, etc. . .

Before Field Trip

- Tell students the purpose of this trip and its relation to their education.
- Ask students what they expect they might see/learn during their visit.
- Generate a list of 10-15 questions that students might ask on this field trip These can be Keep Your Eyes Open questions. Have each student select a question from the list to ask during the trip (student takes this question with him).
- Discuss behavior rules and etiquette.
- One student can be assigned (or selected) to be trip photographer.
- Select student(s) to take notes for a field trip newsletter.

During Field Trip:

- Each student might have a Keep Your Eyes Open question from page 271 on a clipboard. Be sure that each student is given an opportunity to ask his/her question.
- Selected student takes pictures.
- Selected student(s) take notes for newsletter.
- Have a plan to address behavioral issues/crisis that may arise.

Follow-up:

- Compare students' list of expectations to what was actually seen and learned.
- Develop an application activity to reinforce the relationship between school and job site.
  Example: Students visited an architect and then design their dream room or design their "perfect" desk.
- Students complete a field trip evaluation form.
- Keep file of field trips
- Write thank you notes.
- Help students to write and submit their visitation article to the school and/or local paper.

V. A particular field visit or guest speaker can spark activity in numerous directions. Depending on your goal, any resource lends itself to multiple exploration. For example, a field trip visit to a supermarket or department store could evolve into instruction related to:

1. Comparison of products
2. Weights and measures
3. Transportation of materials
4. Budgeting
5. Product display
   a. Picture making
   b. Collage, mobiles, murals
   c. Food or clothing design and packaging
6. Store design
   a. Architecture
   b. Floor layout
7. Store location
8. Selection of products
9. Pricing
10. Jobs available
11. Departments
    a. Product
    b. Money
    c. Advertising
    d. Management

Feel free to maximize the experience!

Possible Employment
Locations/Careers/Study Trip Sites

To the Airport
- to visit
  - Pilot
  - Flight Attendant
  - Reservations Clerk
  - Baggage Handler
  - Airport Security Worker

To Law Offices
- to visit
  - Attorney
  - Paralegal
  - Law Clerk
  - Clerical (Secretary/Bookkeeper/Reception/Mail)

To the Bank
- to visit
  - Teller
  - Loan Officer
  - Bookkeeper
  - Financial Consultant
  - Manager
  - Trust Officer
  - Clerical (Secretary/Reception)

To a Mine
- to visit
  - Miner
  - Electrician
  - Safety Specialist
  - Clerical (Secretary/Bookkeeper/Reception/Mail)

To an Auto Repair Shop
- to visit
  - Auto Body Repairperson
  - Auto Engine Repairperson
  - Clerical (Secretary/Bookkeeper/Reception)

To a Manufacturing Plant
(i.e., Gates Rubber)
- to visit
  - Machine Operator
  - Assembly Person
  - Inspector
  - Industrial Nurse
  - Managers
  - Clerical (Secretary/Bookkeeper/Reception/Mail)
  - Office Manager
  - Accountant

To a Brokerage Firm

- to visit
  - Account Executive (Financial Consultant)
  - Sales Assistant
  - Administrator/Manager
  - Administrative Assistant
  - Bookkeeper
  - Cashier
  - Wire Operator
  - Customer Service Representative
  - Clerical (Secretary/ Reception/Mail)

To a Theater/Performing Arts Center

- to visit
  - Actor
  - Artist
  - Musician
  - Dancer
  - Stage Manager
  - Properties Manager
  - Costume Manager
  - Set Builder
  - Lighting Technician
  - Education Coordinator
  - Ticket Seller
  - Manager
  - Clerical (Secretary/ Bookkeeper/Reception)
  - Makeup Artist
  - Director

To a TV/Radio Station

- to visit
  - On-air Personality
  - Reporter
  - Camera Operator
  - Audio Technician
  - Set Designer
  - Makeup Artist
  - Advertising Salesperson
  - Manager
  - Clerical (Secretary/ Bookkeeper/Reception)

To a Medical Facility (i.e., Kaiser)

- to visit
  - Reception Clerk
  - Appointment Clerk
  - Insurance Specialist
  - Licensed Practical Nurse
  - Registered Nurse
  - Radiation Technician
  - Orderly
  - Medical Assistant (Clerical)
  - Optometrist
  - Physician (Medical Doctor, Osteopath)
  - Physical Therapist
  - Counselor
  - Pharmacist/Pharmacist's Assistant

To a Hotel with Restaurant

to visit

Hotel:

- Maid (Cleaning Person)
- Maintenance Person (Handyman)
- Reservations Clerk
- Manager
- Clerical (Secretary/ Bookkeeper/Mail)

Restaurant:

- Cook/Chef
- Waitperson (Server)
- Manager
- Host
- Bartender
- Busperson
- Catering Manager

To the Grocery Store

to visit

- Stock Clerk
- Checker
- Manager (Store Manager, Department Manager, i.e., Produce)
- Pharmacist
- Butcher

To a Retail Store

to visit

- Sales Clerk
- Cashier
- Buyer
- Manager
- Stock Clerk
- Department/Store Manager

To the Federal Center

(i.e., Department of Interior, Department of Defense)

to visit

- Geologist
- Biologist
- Cartographer
- Hydrologist
- Geographer
- Clerical (Secretary/ Bookkeeper/Reception/Mail)
- Administrator

To the Local/State Parks & Recreation Department

to visit

- Activities Coordinator
- Recreation Manager
- Pool Manager
- Lifeguard/Swimming Teacher
- Coach

Field Trip Inventory

Location: ____________________ Date: __________
Address: ______________________________
Contact Person: ____________________ Title: __________
Telephone: ______________________________

1. What can be seen or observed during a field trip to this business/industry?
____
____

2. How many students can tour at one time? __________

3. How much advance notice does the company prefer? __________

4. How many field trips per year would the company be willing to allow? _____

5. Are there any safety devices required, such as safety glasses or hard hats? If yes, does the company supply these? __________
____

6. Do they have any printed materials which describe the business or industry that could prepare students in advance of the field trip? How do we get those?
____

7. How much time is required for a typical field trip? __________

8. Comments: ______________________________
____
____

These two are field trip permission slips. Oftentimes, public schools have specific permission forms that are required by district policy.

Parent Permission Form

I hereby permit ______________________________
to go to ____________________ on ____________________
(place) (date)

S/he will be transported by:

- ☐ School bus
- ☐ Private car
- ☐ Walking
- ☐ Transportation is the responsibility of the parent
- ☐ Fee required
- ☐ Other needs ____________
  ____
- ☐ Other ____________
  (specify)

Date ____________________ Signed ____________________
Parent or Guardian

Please return this slip promptly.

- -

Transportation Authorization Form

This authorization is for driving student participants to a scheduled school activity by private vehicle. (The District does not insure privately owned vehicles.)

Activity ____________ Date ________ Destination ________
Activity ____________ Date ________ Destination ________
Activity ____________ Date ________ Destination ________

Adults (any licensed driver 18 years or older) may be authorized to drive participating students to scheduled school activities provided the vehicle driven meets the conditions outlined below:

1. The vehicle to be driven will be in good operating condition.
2. The vehicle has liability insurance coverage which meets the minimum standards of the Colorado Financial Responsibility Law.
3. The number of passengers carried shall not exceed the capacity of the vehicle or the number of seatbelts available within the vehicle.

The insurance company providing coverage for this vehicle is:

____

I verified that the conditions outlined above will be met by the vehicle used on this Student Travel Experience.	I have authorized the adult driver indicated to transport student participants to the activity specified.
Parent's Signature	Principal's Signature
Date	Date

Sample 1

This is a confirmation letter sent to a representative prior to a visit to a hotel.

Cathy Smith
Director of Sales and Marketing
Holiday Inn
7390 W. Hampden
Lakewood, CO 80227

Dear Ms. Smith:

This letter is to confirm the Westgate Elementary Connections field trip scheduled for Friday, February 16th, at 10:00 am.

This class of sixth graders is especially interested in identifying the wide variety of jobs available in the hotel industry. Information about the educational requirements for these jobs, the responsibilities and the hours, as well as the salary and benefits would be most helpful. It is important that these students hear from employers that cooperating with others is a valuable tool in doing the best at their job. It would be worthwhile to these students if they could see and hear firsthand from those in their job setting about responsibilities, what they like and dislike about their work, advancement possibilities and what subjects in school have helped them the most. It would also be valuable to hear what an employer looks for in hiring an employee, the importance of filling out a job application and why the job interview is so important.

I hope these ideas will help you in helping us.

Without your cooperation, this valuable phase of integrating education with the world of employment would not be as effective in encouraging our students to stay in school. We thank you for sharing our enthusiasm for the Connections Program, and are anxiously looking forward to our visit.

If you have any questions, feel free to contact me at school, 978-0162.

Sincerely,

Name
Title

Sample 2

This is a letter sent to parents prior to a trip to visit a hotel. Note that students earn the money to pay for the bus.

Date

Dear Parents,

On Friday, February 16th, the Connections students will be going on a field trip to the Holiday Inn in Lakewood to learn, first hand, about the variety of jobs available in the hotel industry from employees and management there. The purpose of this trip is to emphasize the necessary educational skills required at different levels in the hotel industry. This will be a valuable experience for our students in Connections.

The required $1.50 per student will cover the cost of the school bus, and a signed permission form is required for each student. One of the important objectives in Connections is that students take responsibility for earning their own money for field trips and special class projects. If you can find a small job for your youngster to do at home to earn this money, he/she will learn a valuable lesson in accepting responsibility. Your child will have contributed to his/her education by earning the right to go on our field trips. We appreciate your support of this special Connections objective.

We extend an invitation to any parent who would like to accompany us. Please call Mrs. Robinson, the Connections sponsor, at Westgate at 229-9507. Thank you for your support.

Sincerely,

Teacher

Keep Your Eyes Open!

1. Did you see anyone working? ______________________________
2. What were some of the people doing? ______________________________

____

3. What are these workers called? ______________________________
4. Were they working indoors or outdoors? ______________________________

Alone or with other people? ______________________________

5. What kinds of machines or tools did you see? ______________________________

What were they used for? ______________________________

6. Which person would you like to help for a day? ______________________________

Why? ______________________________

7. Which job do you think requires the most training or experience? __________
8. What are the advantages of the jobs you saw? ______________________________

____

What are the disadvantages? ______________________________

____

9. Could both men and women do these jobs? ______________________________
10. What would happen if these jobs were eliminated? ______________________________

____

11. How do you think these jobs will change 100 years from now? __________

____

Rules for Field Trips (Page 273)

When you, the teacher, might use this activity:
It is often necessary for the teacher to clearly set expectations for behavior. Refer to the Communication and Social Skills chapter if further support is necessary.

What might need to be done:
Review the rules with students using an overhead as they read along.

Riding the Bus (Worksheet page 274)

When you, the teacher, might use this activity:
If public transportation is to be used for this field trip, students may need additional support and direct instruction.

What might need to be done:

1. Call RTD and ask for their transportation kit. Ask the students to plan how to get to three different locations via bus.
2. Review the worksheet with students.
3. Take a trip by bus to a tourist spot where students have to transfer from one bus to another.

RULES FOR STUDY TRIPS

Study Trips are to inform, not entertain

1. Look and listen at all times.
2. Always follow regulations to insure safety.
3. Ask intelligent questions.
4. Avoid asking for anything.
5. Gum, food, or toys do not go on Study Trips.
6. Be polite to everyone.
7. Always remember to thank your tour guide or consultant.
8. Always thank your driver.

Riding the Bus

Name: ______________________ Date: ____________________

Place an X on the blank under A if the statement applies to you, put an X on the blank under NA if the statement doesn't apply to you this time.

I will . . .

		A	NA
1.	be dressed appropriately.	____	____
2.	need to give coupons to the bus driver.	____	____
3.	need to give correct change.	____	____
4.	need to place change in receptacle.	____	____
5.	ask the driver for a transfer.	____	____
6.	walk on sidewalks when available.	____	____
7.	push the tape or pull the string at the appropriate stop.	____	____
8.	get off the bus and wait until the bus has passed before checking the lights to cross the street	____	____

Comments: ____

____

____

Activities to Prepare for Study Trips

When you, the teacher, might use this activity:
It may be appropriate to ease students into the field trip experience. Use any of these ideas prior to visiting a restaurant for lunch.

What might need to be done:

1. Some students could cook a breakfast and other students could roleplay waiter or waitress and customers ordering breakfast. See cafeteria for essential food supplies, or assign each student to bring in the food items needed.
2. Go on a picnic. Discuss picnic food and behavior, then discuss restaurant food and behavior. Have students compare and contrast.
3. Obtain a menu from a restaurant, go over the terms and have students become familiar with items on the menu. The class should discuss appropriate dress and behavior for restaurant. Then visit that restaurant, applying the rules for behavior. Have students order a meal from a menu and compute total, tax and tip and change.
4. Pretend that restaurant personnel have added the check incorrectly; roleplay what should happen.
5. The student could plan a dinner for two using a given amount of money in the following types of restaurants:
   a. Fast Food: McDonald's
   b. Family Style: Village Inn Pancake House
   c. Cafeteria: Furr's
   d. Better Restaurants: Any restaurant that serves a Sunday Brunch.
6. Students could practice restaurant etiquette in the school cafeteria with the support of the school cafeteria personnel. Other students serve as waiters or waitresses. For example, one day the 5th graders serve the 6th grade. The next day the 6th graders serve the 5th grade.

Study Trip Check Up (Worksheet page 276)

When you, the teacher, might use this activity:
To increase student skills in reflective thinking, as a springboard for discussion of behavior and consequences.

What might need to be done:
Following a study trip ask students to respond individually, then review as a class.

Study Trip *Check Up*

Name ______________________
Grade ______________________

Directions: Circle your honest response.
Y = Yes
N = No
ST = Sometimes

* * *

1.	Did I return permission slip and required money promptly?	Y	N	
2.	Was I dressed appropriately?	Y	N	
3.	Did I bring toys on this field trip?	Y	N	
4.	Did I bring any gum, food or drink on the bus?	Y	N	
5.	I thanked the bus driver.	Y	N	
6.	I looked at the speaker while listening.	Y	N	ST
7.	Did I use appropriate language?	Y	N	ST
8.	I thanked the tour guide.	Y	N	
9.	Was I spoken to more than once for inappropriate behavior?	Y	N	
10.	Did I face front on the bus?	Y	N	ST
11.	Did I keep my feet out of the bus aisles?	Y	N	ST
12.	I asked intelligent questions.	Y	N	ST
13.	When I asked for something was what I asked for really important right then?	Y	N	ST
14.	Did I touch property belonging to the place of business?	Y	N	ST
16.	Did I stand unless given permission to sit by the speaker?	Y	N	ST
17.	Did I keep my hands to myself at all times?	Y	N	ST
18.	Did I talk too loudly to get someone's attention?	Y	N	ST
19.	Was I polite to everyone?	Y	N	ST
20.	Did I talk with friends while the speaker was talking?	Y	N	ST
21.	Did I follow all directions given by the adults in charge?	Y	N	ST

All Kinds of Cards

When you, the teacher, might use this activity:
This is an activity following a visit to a card shop, especially good for primary students.

What might need to be done:
Arrange a study trip to local greeting card shop, or to the greeting card department of a nearby department store. Be sure that your community contact is comfortable allowing children to handle their card supply.

A. Ask the children to think of all the greeting cards they receive. Ask if there was a special reason why they were given the cards. Let the students explain the events that prompted receiving these cards (having a birthday, being sick, celebrating Christmas, etc.). Try to elicit from the students the idea that cards are a form of communication intended to express feelings for special occasions.

B. Tell the children that you will be visiting a shop where greeting cards are sold. Ask the students to notice the many different kinds of cards that are for sale. Explain that some cards will be humorous and some will be serious. Tell the children to find cards for as many special occasions as they can. Ask them to look for signs that will help them to locate these cards easily.

C. Enjoy your trip!

D. When you return, let the children discuss their visit to the greeting card shop. Have them recall how the cards were displayed. Ask how many discovered a quick way to find a card for a particular special occasion. Let the students tell the words used to describe cards for special occasions, listing these phrases on the chalkboard (birthday, get well, anniversary, holiday, etc.). Help them to realize that one method of classifying these cards is to separate them according to the occasion for which they are intended. This is the way cards are classified so that customers can more quickly find the cards they want.

How might you vary this activity:
Children can make cards for a hospital, nursing home, another class, a special person or a speaker or guest who has visited their class.

Students can sell their cards at a "career fair"; older students love to do this.

If it is not possible to visit a card shop, allow children to browse through the collection of greeting cards you have on hand. Modify the discussion in "D" to suit the situation.

Making Greeting Cards

When you, the teacher, might use this activity:
It is valuable to actively engage students in applying new learnings from study trip experiences. This is just one example of how this can be done.

Additional Materials you need to do this activity:
Newsprint, 8 1/2" x 11" (1 ream)
Colored construction paper, 9" x 12", 2/child (for greeting cards)
Tagboard, 6" x 9", 1/child
White construction paper, 12" x 18", 2/child (for envelopes)
Pencils, fine line marking pens
Rulers
Scissors
Several 9" x 12" pieces of heavy cardboard covered with contact paper
Masking tape
Large sponges
Tempera paint (variety of colors, if possible) mixed slightly thicker than for easel painting
Paste
Assortment of old greeting cards

Teacher Preparation
Make a sample greeting card to show students. Use the steps they will follow.

Arrange a display of old greeting cards. (Students can bring old greeting cards from home to insure a variety of cards.)

Teaching Procedure

A. Allow students some time to browse through old greeting cards. Encourage them to study the pictures, read the messages and see how they go together. Have them classify the cards, i.e., put the birthday cards all together, the Christmas cards together, etc. Allow them to choose favorites.

B. Introduce the idea of making a greeting card. Special occasion cards may be made if this activity falls near a holiday otherwise, encourage the making of birthday or anniversary cards to be saved for family occasions or thank you cards for guest consultants, gifts, etc. Show students the card you have prepared and start them thinking about the kind of card they would like to make.

Talk about planning and the necessity of proper sequencing for success. Have students develop a plan for making their greeting cards. List steps on chalkboard as they are suggested.
Step 1. Draw the design
Step 2. Cut a stencil
Step 3. Sponge paint design onto folded construction paper (card)
Step 4. Let dry
Step 5. Develop an appropriate message
Step 6. Write the message inside card
Step 7. Make envelope

C. Distribute newsprint. Let the students begin creating their own designs. Encourage simplicity, since designs must be cut out of tagboard to make a stencil. Students can be thinking about the occasion for which their card is being created so that an appropriate message can be developed.

D. Allow enough time for each student to create a design that satisfies him/her even though several starts may be necessary.

NOTE: *It might be possible to allow students to paint their design during free time as it occurs throughout the day. If only a few students paint at a time, it will be easier to keep the mess at a minimum.*

When most students have finished their design, demonstrate cutting the stencil in tagboard, then let students try, helping them as necessary. When several stencils are finished and students are ready to paint, demonstrate sponge painting. Tape top of stencil to heavy cardboard which has been covered with contact paper. Open out folded construction paper and slip the right hand half under the stencil, centering the design. Dip sponge in paint and carefully shake out excess. Dab sponge lightly over stenciled design creating an interesting effect. Lift stencil and remove card, being careful not to smear paint. If any paint has gotten onto contact paper, wipe it away so surface will be clean for next painter. Allow students to begin painting when they are ready. It probably will not be possible for everyone to be painting at the same time, so if some reach that step ahead of others, everyone will be busy.

E. When paint is dry, have students print or write their message inside their cards. Some students may want to try a rhyme, others may create simple statements. Encourage originality. Help with spelling, punctuation when necessary. Some students may want to make more than one card; each student should make at least one. Time and available supplies may limit this activity.

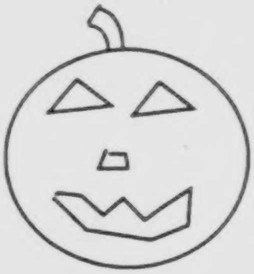
F. When most cards are finished, make envelopes for them. Using a 12" x 18" piece of construction paper, demonstrate how to measure, cut and fold the paper, and where to place the paste.

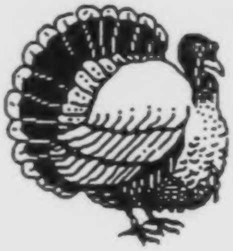
Summary
Share the students' enthusiasm over their accomplishments. Help them to understand that the successful completion of the project was made possible by following the steps they developed before they began. If cards were made for a special occasion, allow children to take them home; otherwise, store them so they can be taken home at the appropriate time.

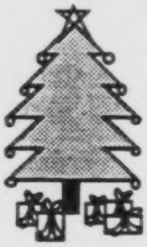
How might you vary this activity:
Children might have a class meeting to evaluate the project, telling what went well and what they would do differently or advise next year's class to do.

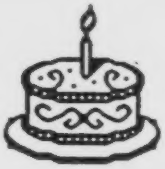
Greeting cards could be made over time and integrated with the entrepreneurship portion of this chapter.

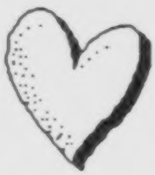
Have students create a greeting for graphics such as the following.

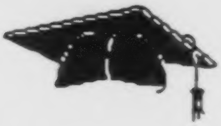












Here's How It's Done

III. EXPLORING COMMUNITY PARTNERSHIPS

Section Title: Career Awareness Experiences

Instructional Goals:

A) to observe and experience, first-hand, community workers at their job sites.

B) to make and fulfill a career awareness contract, complete the contract and then evaluate the experience.

Activities:

Teacher Preface

Career Awareness Report

A Special Project

Teacher Preface

Steps in preparation for job shadowing include:

A) Teacher preparation,
B) student preparation, and
C) follow-up.

A. Teacher Preparation:

1. Teacher/aide compiles a list of job site opportunities. School personnel, parents, and employers in the community may be available for job shadowing. Try to include a wide variety of employers with as much diversity as possible.
2. Students choose from the list their first and second choices based on job cluster study.
3. The time involved in job shadowing for elementary students may be from thirty minutes to three hours depending on the age/grade level of the student and the amount of time available by the community employer.
4. The teacher contacts parent for permission for the shadowing experience and writes a formal letter confirming participation to the student. Sample letters 1a, 1b, and 2 provide a framework to be adapted to the unique needs of each job-shadowing situation.
5. Teacher/aide contacts a community business setting up a date and time for a visit, and providing the name of a student.

- -

Sample 1a:

Introductory/Parent Permission Letter

After a job shadow experience has been confirmed with an employer, this letter serves as an explanation and a permission slip.

Dear Parents:

We are working on a program in beginning career awareness and vocational skills designed for 6th graders. As part of our program, students will participate in one community business or service for one day, in a "shadow experience". Students explore their attributes and skills, and see how these skills can be used in the world of work. "First impressions" will be discussed as we touch on cleanliness, dressing appropriately for work, social poise and the importance of punctuality, meeting deadlines and responsibilities "on the job." Social skills and the ability to communicate with others will be modeled, discussed and practiced.

Every effort will be made to show students how the things they are learning in school are directly applicable to the skill employers are seeking in today's job market.

If you have any questions or need additional information, please call me at xxx-xxxx.

______________________________ has permission to "job shadow" the company,
______________________________ , on ______________________________.
He/she will be transported by ______________________________
and will be supervised by ______________________________.

Parent's Signature ______________________________ ______________

Sample 1b

Dear Parents,
During the past two years, your child has had the opportunity of participating in the Connections program at Westgate. This last quarter of school, she/he will be given an opportunity to experience a "job shadow". This privilege is given to those sixth grade students who show a particular interest in a specific occupation, and who make a commitment to a career contract. This special group of students will observe and participate at a job site for a period of one to three hours. In this way, the students will receive a more individualized, in-depth knowledge about the career of their interest.

The job shadow students will be transported by private car and accompanied by our school-community aide, Ms. _______. If you would like for your child to have this opportunity, please sign below, giving your written permission.

Parent Signature X____

- -

Sample Letter 2

A Letter Notifying the Student of His/Her Business Responsibilities

To: Kim _____

From: Mrs. Brandt

Job Shadowing: Kaiser Permanente Lakewood
Chris _____
8383 W. Alameda
Lakewood, CO 80226

I have confirmed your job shadowing at Kaiser Permanente, Lakewood, for Tuesday, April 10th at 10 a.m. We will be leaving Westgate at 9:30 a.m. You will need a signed parent permission form. I will personally take you by car to the facility as well as provide supervision. I know you will dress appropriately for the professional atmosphere at Kaiser.

Be prepared to take down information you find important since you will want to not only share your experience with your class, but also write an article for the newspaper. Your "thank you" note should be mailed to Kaiser within three days after your visit.

I am looking forward to sharing this experience with you. Plan to meet with me after Spring Break on Monday, April 2nd at 3 p.m. in Temp 7, resource center.

B. Student Preparation:

Students are asked to develop a personal occupational portfolio which contains:

a. A career contract stating what he/she will do. See Sample Contracts on pages 285-286.
b. A brief report about the career he/she chose.
c. A Job Shadowing Evaluation Form (see page 287).
d. Any materials gathered while shadowing the job.
e. The student's presentation of his experience to the class.
f. A brief report of his experience for the school newsletter.

C. Follow up

1. Teacher:
   Teacher writes a letter to the community partner thanking them for their time in providing this experience for the student, and includes a short form for the employer to evaluate the student. (See Samples 3 and 4 on pages 288 and 289.)

2. Student:
   a. The student writes a thank you letter to his/her community partner for shadow experience.
   b. The student completes a career satellite form of this occupation; activity to be found on page 168.

Sample contract

My Career Contract

I, ______________________________, will find out about the following career and participate in a career awareness experience. I will make an oral report to my class which will be due following my career awareness experience. This report will tell about the career, the place of work, the skills needed, the tools used, and how the career is helpful or important.

Career choice: ____

1. Before arriving at my job site, I will write ten questions to ask my community partner.
2. During my career awareness experience, I will observe and interview my community partner at work.
3. I agree to allow my community partner to evaluate my performance and behavior.
4. I will write a thank you note to my community partner within three days of my observation.

Date _________________ Signed _________________________
Student

Signed _________________________
Community Aide/Teacher

Sample Contract

MY CAREER AGREEMENT

I, ____________________, will find out about the following career:

____.

I will make a ____________________ which is due on ___________.
(report, notebook, project) date

It will tell about the career, place of work, skills needed, tools used, and how the career is helpful or important.

I will also choose two of the following activities and put them in a notebook:
(Circle two)

1. Draw or find three pictures of services or products related to this career.
2. List five skills needed for this career. Write a paragraph telling which of these skills I am beginning to learn in school or at home.
3. Cut out and paste three newspaper want-ads for this career into my notebook OR copy three advertisements from the telephone book yellow pages which advertise people/services related to this career.
4. Interview a person with this career and write up an interview sheet about the person.

Date _______ Signed ______________________________
Student

Signed ______________________________
Teacher

Career Awareness Experience Evaluation Form

1. Name ____________________
2. The career I was interested in was ____________________
   The worker I interviewed was ____________________
3. I worked with __________ on ____________________
   Write a brief description of the job your employer does
   ____
   ____
   ____
4. Some of the job responsibilities of this worker are
   ____
   ____
   ____
5. Do you feel he/she likes the job? Yes _____ No _____
   Explain: ____________________
   ____
6. The things I would like about this job are ____________________
   ____
7. The things I would not like about this job are ____________________
   ____
8. Here are some things I did that day
   ____
   ____
   ____
9. Things I liked best ____________________
   ____
10. Things I liked least ____________________
    ____
11. If you had the opportunity to make a job choice again, would you do the same job, or would you try something different?
    ____
    Explain your answer ____________________
    ____
    ____
    ____
    ____
12. After learning about this job, I ____________________ interested in this career.
    (am) or (am not)

Sample 3
Teacher-to-employer "Thank You"

Chris _____, R.N.
Kaiser Permanente Lakewood
8383 W. Alameda
Lakewood, Colorado 80226

Dear Ms. _____,

Thank you so much for allowing our students, Kim _____ from Westgate and Jack _____, Theresa _____ and Dawn _____ from Pennington, to job shadow in the Pediatric Department recently. This was an important phase of our program in career awareness which would have been impossible without your support.

Seeing and hearing, first hand, from professionals like you and your staff certainly impressed these students. They not only learned a great deal from their visit, but also value their education more in that they can measure its importance to their future. They are sharing their experience with other students at their schools as well as with their parents. Enclosed are evaluation forms for this experience as well as a stamped, addressed envelope. We would appreciate your taking a moment to give us feedback on each student who visited with you. Our plan is to share your feedback with our students in order to reinforce appropriate job-related behaviors.

We hope we can count on your continued support of this special program. Please pass on our sincere thanks to your wonderful staff.

Sincerely,

(Students' and Teacher's signatures)

Sample 4
Employer Evaluation of the Job Shadowing Experience

Dear ____________________

In order to evaluate the success of the Job Shadowing Program and ________ 's potential job performance, would you please answer yes or no to the following questions about __________ who visited you on _________________.

1. Did the student arrive on time? _____
2. Was the student well groomed? (Clean and neatly dressed) _____
3. Did the student introduce himself? _____
4. Was the student an interested observer? _____
5. If invited to do something, did the student seem eager and willing to participate? _____
6. Did the student ask questions and/or make appropriate comments? _____
7. When it was time to leave, did the student thank you? _____
8. Have you received a personal thank you note from this student? _____
9. Would you be willing to have a Job Shadowing student from our school again? _____
10. Please add any suggestions or comments you may have.

Thank you for taking time to answer these questions.

Very truly yours.

Job Shadowing Report for the School Newspaper (Worksheet page 291)

When you, the teacher, might use this activity:
To enhance student's written expression skills; an opportunity to introduce the who, what, when, where, why and how required in formal writing.

What might need to be done:
As an individual or group activity, students generate an article for "publication" in the school newsletter. The sample newsletter article can be used as a model in conjunction with newspaper articles from local papers.

A Special Project (Worksheet pages 292-293)

When you, the teacher, might use this activity:
Culminating activity after job site visitations and job shadow experience.

What might need to be done:
Ask students to choose an occupational area they are interested in and would like to learn more about. Brainstorm with students about resources available to gather information about their chosen occupation: trade journals, business magazines, books, self-help manuals, TV, videos, etc. Allow students at least a week's time to do their research and reading. Using the Special Project Guide, they are to record their research findings.

How might you vary this activity:
Ask students to write a summary of research findings and/or demonstrate knowledge in a special project, e.g. an oral report, mock newscast, pictures, drawings.

Developed by the Devinny Elementary Special Education Team, Jefferson County Schools

Sample Job Shadowing Report For the School Newsletter

The P.E.P. Club has been working with a group of students at Molholm Elementary. Molholm students picked a career they might be interested in doing later in life and went on a job observation. This group has been learning everything they need to know about appearance, expectations, interviewing and how to succeed in the world of work.

The P.E.P. Club would like all of the students and faculty at Molholm Elementary to recognize the commitment these students have made.

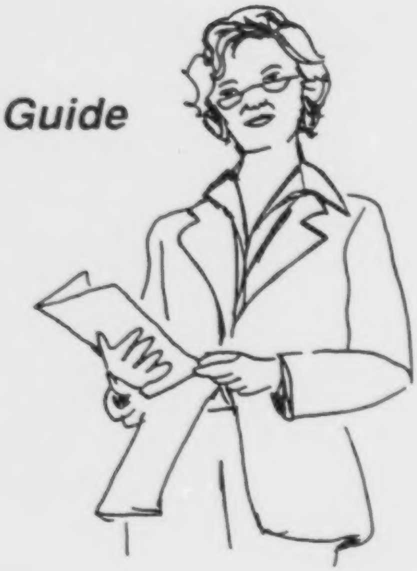
Lonnie Blake did his job observation at Carousel Child Care. Lonnie learned how much special time and care these young children need. Lonnie says "Pretty Neat" about his experience.

Celia Aragon and Mike Cordova went with Agent Ritchie from the Lakewood Police Department for a day. Celia and Mike got arrested and fingerprinted. They said "It was exciting and we might like to pursue it as a career".

Ronnie Burdi went to the Cat Care Society. Ronnie cleaned the cat cages and also got to see a cat surgery. Ronnie said, "It was truly awesome" about his experience. The Cat Care Society offered Ronnie a summer job.

Benny Roybal has not gone on his job observation yet, but has decided to go to a recording studio. Jeremiah Sterner also has not gone on his job observation, but has chosen to go to an astronomer facility. P.E.P. Club will be waiting to hear about their experiences.

Special Projects Guide



Name ________________

Date ___________

Directions: Choose an occupational area you are interested in and would like to learn more about.

Write the name of the area here:

____

1. List the major duties you would perform on this job. ______________

____

2. Describe how you became interested in this area: ______________

____

____

____

3. What machines/tools are used? ______________________

____

____

4. Find out what training and/or education you would need in order to be able to work in this area.

____

____

____

5. How did you find out the information in #4? What resources did you use? Who did you ask? ____________________

____

____

____

6. Name one part of this job you would especially enjoy. __________

____

7. Name one part of this job you might not enjoy very much but would be willing to do. ____________________

____

8. List all the skills and experiences you have right now that would help you get and keep a job in this area.

____

____

____

9. Name at least one class you might take in junior or senior high to help you learn more about this job. ____________________

____

10. Name at least one part-time job you could get while you were in school to help you gain experience for this job. __________

____

10. Why might someone be fired from a job doing this type of work?

____

Here's How It's Done

III. EXPLORING COMMUNITY PARTNERSHIPS

Section Title: Student Entrepreneurship

Instructional Goals:

This section contains numerous activities which lead toward the goal of a large-group entrepreneurial effort:

A) to create a product or service for sale

B) to work cooperatively as a team to accomplish group goals

C) to learn simple marketing and sales techniques for advertising and record keeping

D) to determine profit/loss and bring the project to closure.

Activities:

Teacher Preface

Slogan Hunters

Invent a Product

Design a Box

Juice and Cookie Sale

The Career Carnival

Teacher Preparation

In this section, the students have an opportunity to develop the skills and resources necessary to start and run their own business. Students work in teams to develop, advertise and sell their product.

For these purposes, entrepreneurship is defined as a student's ability to experiment and practice marketing and sales through starting a student school-based business.

When introducing an entrepreneurial project, a number of important problem-solving strategies can be taught simultaneously. For instance, students may need to be introduced to subtask analysis strategies (i.e., whole-to-parts analysis, breaking the larger goal of selling X down into smaller tasks required before there's anything to sell). Skills in sequential thinking, grouping and prioritizing may need to be taught (i.e., what comes first, what do we do second; what tasks can we combine to save time and energy; what's really super important, what can we leave out; how much work do we do to produce quality?) Instructors should take it upon themselves to create mini-activities to strengthen and practice these analytical skills.

The following pages may assist both the instructor and the students in their efforts. The lists offer entrepreneurial options to be evaluated in light of a school's unique location, funds, etc.

School and community resources are used for planning, advertising and implementing this section. Resources include stories of young entrepreneurs, films/videos, the school publishing center, the computer lab (to design graphics), speakers who are experienced entrepreneurs, field trips to craft shows, bazaars and community colleges. In addition, local newspapers, radio and TV may provide assistance with some promotion.

The concepts of supply and demand, start-up costs, and record keeping implied by the income statement form need to be discussed with students at length. Content should be relatively indepth yet presented briefly with immediate application to the project at hand.

Finally:
- Letters of appreciation need to be sent to all adult sponsors and volunteers as well as all community employers who helped with this project.
- Children need to have a class meeting to evaluate the project - telling what went well and what they would do differently or advise next year's class to do.
- Decisions need to be made about what to do with profits, if this was not decided in advance.

Money-Making Ideas for Entrepreneurial Services Projects

- Alterations
- Animal care
  - walking
  - washing
  - sitting
- Babysitting
- Bike doctor
- Calligraphy
- Carpet cleaning
- Children's carnival
- Collecting firewood
- Colored glue
- Delivering coupon flyers
- Delivery service
- Errand/grocery shopping for the aged
- Flower arranging
- Flower watering for residences or home
- Gardening
  - planting
  - weeding
  - picking
- Hairbraiding
- House cleaning
- Ironing clothes
- Lawn mowing
- Mass mailing service
- Music lessons
- Painting
  - small business windows
  - fences
  - mailboxes
- Party clown
- Pooper scooper
- Reading service
- Shoe shine person
- Teaching craft classes
- Tutoring
- Typing
- Washing/waxing cars
- Weeding
  - vacant lots
  - small business
- Window cleaning
- Yard work

Entrepreneurial options: things for sale

Baked/craft goods (sold after church)

Baskets

Balloon business

Bumper stickers

Candles

Candy

Ceramics

Coloring books

Cookbooks

Doll clothes

Earrings/jewelry

Face painting

Flavored popcorn

Flower basket arrangements

Greetings photo cards

Hand-tied flies

Hand-made kites

Mobiles/wind chimes

Needlework/craft items

Paperweights

Refreshment stand (ball parks)

Skateboard design

Promotional Methods

Let's review this list of advertising methods that you could use for your business.

Business Cards. Hand them out everywhere you can think of. One salesman threw them out at football games instead of confetti! It can take two to three weeks to get them printed and it can be expensive.

Buttons. Depending on the size and type, this can be pretty expensive. Buttons are usually pretty popular.

Commercial for the school P.A. announcements. This is inexpensive, but you'll need someone with a good voice, a good writer to compose the announcement, and permission from your school administration.

Door-to-Door Sales. This is advertising in person. You use your voice, your personal appearance and your sales approach to advertise your product or service on the spot.

Flyers. These are cheap and easy to do. Handing out flyers can be combined with door-to-door selling. When you find a house with no one home, leave a flyer in the door. Design a flyer that the customer will remember.

Lawn Signs. Lawn signs look like real estate signs. They tell people about your product or service and explain how you can be reached. (Check city ordinances to make sure your sign is allowed.)

Newspaper Classified Ads. You'll be able to contact a lot of people with ads. You are usually charged by the number of words per ad. The shorter it is, the less expensive it will be. Before you write an ad, check your newspaper to see what the other ads look like.

Notices. Notices are printed on small index cards and put on bulletin boards in supermarkets, schools, laundromats, etc. Notices should include your product or service, your first name and phone number.

Posters. Posters are much like a flyer, only larger. They should be placed where a lot of people will see them (telephone poles, bulletin boards). Be sure to get permission before you hang your poster.

T-Shirts. T-Shirts are like flyers or posters, only you wear them. Make sure your shirts are always clean and neat. T-shirts can cost $15 -$20 each.

Word-of-Mouth. Make your customers happy and they'll tell others about your business. If word gets out that you give people good service at a good price and that you're pleasant to work with, word-of-mouth advertising will help you.

Guide When Designing Ads

When designing your ad keep the following tips in mind:

- Make it simple and easy to read.
- Use visuals (pictures, art).
- Use your business name.
- List your hours.
- List discounts available.
- Use your first name only.
- List your telephone number.
- Spell everything correctly.
- Make sure the ad is:
  - neat
  - correct
  - attractive

Entrepreneurship Project Income Statement

For Time Period: ____________________

Income from Services/Sales:
(how many X price sold) $ __________

Expenses:
Supplies/Equipment $ __________
Services $ __________
Miscellaneous: $ __________
__________ $ __________
__________ $ __________
__________ $ __________
Total Expenses $ __________

Net Profit/Loss (subtract Income from Total Expenses): $ __________

Slogan Hunter (Worksheet page 303)

When you, the teacher, might use this activity:
After promotional ads have been discussed, students can use this type of worksheet to strengthen creative written language skills.

What might need to be done:
Students complete the worksheet, matching slogans with businesses. Ask students to make up slogans for businesses, products or services. Then have individual students/teams of students make up two slogans for their own business or have the group brainstorm slogans for the class entrepreneurial effort. Have students choose which slogan to use and decide how they will promote their product using the slogan (buttons, signs, flyers, banners, etc.)

Invent a Product (Worksheet page 304)

When you, the teacher, might use this activity:
As possible products/services are being discussed, this activity allows each student to contribute and explore creatively.

What might need to be done:
Present the worksheet to students. Foster creative ventures. Ask volunteers to describe their product to the class.

How might you vary this activity:
This activity fits in well with the "Invent America" campaign. Have individual students or student teams tell the class about their product or service.

Design a Box (Worksheet page 305)

When you, the teacher, might use this activity:
After students have created a product and during a discussion of the importance of packaging and the pitfalls of false advertising, this activity allows imaginative students self-expression.

Additional Materials you need to do this activity:
A broad range of art supplies
A broad range of cardboard boxes, sizes and shapes.

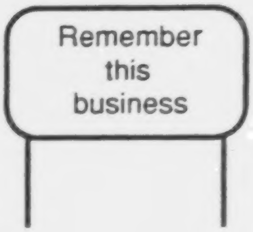
What might need to be done:
Students bring from home items they feel have good packaging as models for the class. Upon completion of the activity, students create a classroom or library display of their "packages" or containers.

Name ________________

Slogan Hunter

Some businesses use slogans to attract customers. Match the slogans and the businesses. Write the name of the business on the line.

Bonita's Bakery
National Bank
New Wave Beauty Salon
Municipal Library
Mickey's Music Shop
Academy Movie Theater
Paula's Plant Shop
Ritz Restaurant
Super Market
Total Tire Shop



________________________________ 1. Higher Interest for a Brighter Future

________________________________ 2. Super Foods and Supplies at Human Prices

________________________________ 3. View a Real Reel

________________________________ 4. A New You!

________________________________ 5. Your Warehouse of Knowledge

________________________________ 6. Where Good Things Are Always Rising

________________________________ 7. The House of Growing Friends

________________________________ 8. We Like Making Your Meals

________________________________ 9. Moving You Smoothly on Your Way

________________________________ 10. Pleasant Sounds Abound

Bonus Write a slogan below for each of these businesses.

Pete's Paints *City Lights Lamps* *Trend's Fashions*

Invent a Product
What Could You Create?

Make up your own product. Give it a name. Write the name of your product and a brief description of what it looks like or what it's for on the lines below.

____

____

____

____

____

____

____

____

____

What would you have printed on the sides of the box to get people to buy your product? Write in the information you would want to see on the front and back of the box.

Front	Back
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

You have invented a new product. Now you are an artist and will design a box for your product. Select a box to fit your product.

Design a Box

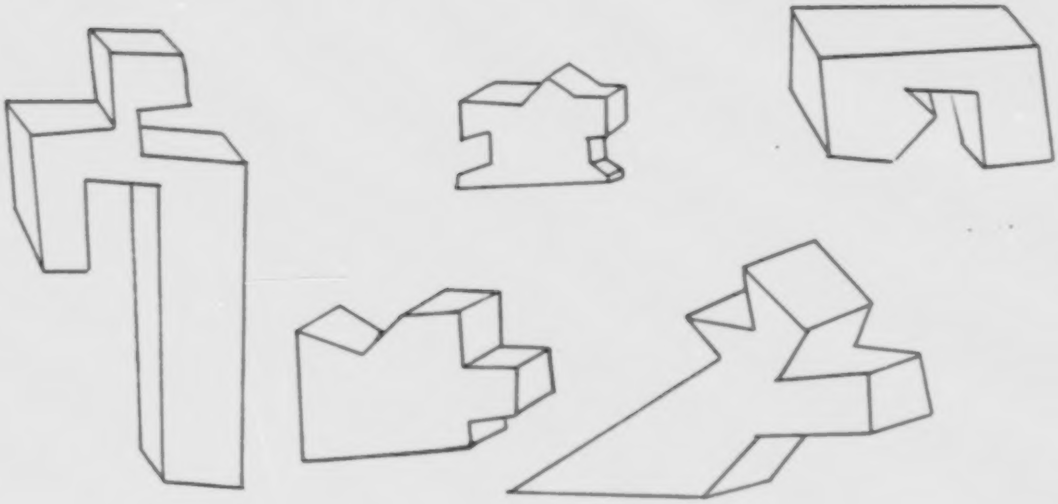
Draw the pictures to put on the box that will make your customers want to buy your product.

Glue pictures onto a paper that is the correct size to fit on the box and big enough for more written information.

Write down the information about the product that your customer needs to know above or below your pictures.

Proofread your work.

Glue the paper with the pictures and the information onto the box.



Does your new product look and sound appealing enough for people to want to buy it?

Juice and Cookie Sale

When you, the teacher, might use this activity:
To introduce students to the general responsibilities involved when working with money and dealing with people in a customer-clerk relationship.
To demonstrate the ability to listen to, wait on and be polite to customers, to sort and stack coins for easy counting in amounts of $1.00 (for quarters), $.50 (for dimes), $.25 (for nickels) and $.05 (for pennies), to use a calculator to find the total amount earned each day, to handle merchandise while wearing a plastic glove.

Additional Materials you need to do this activity:

- Sale location
- Table and three chairs
- Money tray
- Supplier of prepackaged juice; for example, 4 oz. packages can be purchased from a local dairy for 12¢ each and sold for 25¢ each.
- Supplier of cookies; for example, purchase from a local bakery at 5¢ each and sell for 10¢ each.
- Plastic gloves for handling cookies.
- Napkins
- OPEN/CLOSED sign (optional)
- Coins (to make change)
- Refrigerator to store juice
- Trash can for disposal or recycling of juice containers
- Calculator

What might need to be done:

1. Approximately 15 minutes before sale begins, students set up table and chairs. The money tray needs $1 worth of change. Place cookies and one tray of juice on the table. A trash can needs to be available for customers to use. The OPEN sign is displayed.
2. Students are assigned jobs of Cashier, Juice Handler, Cookie Handler and Stock Person. The Cookie Handler wears a plastic glove.
3. As customers come to the table, they order and pay the Cashier. The Juice and Cookie Handlers fill their orders. The Stock Person watches to see that all supplies are adequate.
4. When sale is finished, Cashier counts and stacks the coins. He then uses a calculator to total profits, being sure to allow for the $1 originally put in for change.

by Susan Crockett in Learning Innovations,
used with permission by the Colorado Department of Education

The Career Carnival

When you, the teacher, might use this activity:
A Career Carnival is a long-term activity held before Christmas or in the spring near the end of the year (an opportunity for indepth practice in entrepreneurial skills.)

What might need to be done:
The carnival becomes an event for large-scale buying and selling. It is best to work with a finite budget, allocating resources equitably among teams. Students form work teams which plan for resources, schedule time and make products to sell. Students keep an expense record as they make products to sell. After the carnival a final expense record from each team is turned in showing their expenses and profits. Teachers and students will need to determine

- what to offer for sale
- what to charge
- when and where the carnival will take place
- what permissions are required, authorizations are necessary
- how parents/faculty can support student efforts
- what type of timeline is necessary for completion of products
- what advertising will be done and to whom
- which teams have what responsibilities in addition to selling their product /service.
  - advertising team
  - set-up team
  - cash flow team
  - clean-up team

How might you vary this activity:
If younger children are involved, the teacher or some other adult can keep financial records.

After the carnival discussions can be held about how students could have cut expenses or possibly increased sales and/or profits.

Profits are added and a decision made about spending them - gift to the school, class party, etc.

Let's Get Literate

Unit III
Let's Get Literate

This unit is designed to provide transition activities from the basic academic skills (reading, writing, mathematics) to the world of work. Each chapter presents techniques to assist teachers in creating a relevant, practical curriculum.

This unit is composed of three chapters:

	Page
Life Skills Reading	311
Everyday Reading	313
Reading Labels and Ads	321
Following Directions	329
Looking Up Information	337
Life Skills Writing	349
Letter Writing	351
Notetaking for Life	363
Student Information Forms	379
Life Skills Math	385
General Math Concepts	391
Daily Living Expenses and Money Management	399
Banking and Investing in the Future	429
Comparison Shopping	439
Measurement	459

Within each chapter, sections may be used individually or sequenced and supplemented to follow the appropriate scope and sequence.

Let's Get Literate

I. LIFE SKILLS READING

Some things you read because you want to. Other things you read because you need to. Those things you need to read are life skills reading tasks. This chapter is designed to:

A) increase student awareness of reading in everyday activities;

B) increase student's abilities to identify important information on labels and ads;

C) increase student awareness and independent use of reference materials;

D) increase students' skills in following a sequence of directions.

This chapter is composed of four sections:

Everyday Reading
- Reading-on-the-Go
- Restaurant Vocabulary
- Eating Out Can Be Educational
- On-the-Job Reading
- Getting Your Foot in the Door

Reading Labels and Ads
- The Breakfast Cereal Box
- Share the Fun with Kidread
- Reading Labels
- Dangerous; Read Before Using

Following Directions
- "Direction" Words are Important
- Doing it in Order Makes a Difference!
- Signs to Remember for Safety
- Playground rules

Looking Up Information
- The Small Mall
- The TV Guide
- Working with the White Pages
- Let Your Fingers do the Walking
- Newspaper Scavenger Hunt
- Exploring Classified Ads

Let's Get Literate

I. LIFE SKILLS READING

Section Title: Everyday Reading

Instructional Goal:

A) to increase and broaden student awareness of the need for reading in everyday life.

B) to increase student awareness of the need for reading in the world of work.

Activities:

Reading-on-the-Go

Restaurant Vocabulary

Eating Out Can Be Educational

On-the-Job Reading

Getting Your Foot in the Door

Reading-on-the-Go (Worksheet page 315)

When you, the teacher, might use this activity:
A good, quick and easy homework assignment to give to reinforce the need for reading skills.

What might need to be done:
The teacher can make this an overnight or over-the-weekend homework assignment. Provide clear examples of reading on the go as models.

How might you vary this activity:
Review the examples in class discussion.
Give a reward to the student who can come up with the most examples.

Restaurant Vocabulary (Worksheet page 316)

When you, the teacher, might use this activity:
To introduce discussion of the reading required in restaurants/cafeterias.

What might need to be done:
This vocabulary list can be used in a variety of ways; grouping of words by type of food, by function, by part-of-speech. Teachers will need to create activities which reflect the particular needs of their students. Students should be encouraged to visualize word meanings as well as imagine taste and texture.

How might you vary this activity:
Have students create their own menu for a make-believe restaurant using words from list.

Eating Out Can Be Educational (Worksheet page 317)

When you, the teacher, might use this activity:
As a fun activity to show how everyday reading impacts even what we eat.

Additional Materials you need to do this activity:
Menus from local restaurants

What might need to be done:
The teacher might explain that one way a person learns to be independent is to be able to function as a "social" person. The teacher to distributes old menus or copies of a menu. Students examine the menus and discuss the different vocabulary and sections.

How might you vary this activity:
Older students might be asked to add up the bill, figuring both tax and tip.
This type of format can be applied to programs from sports events, concerts, plays, the circus, etc.

Reading-on-the-Go

"Reading on the Go" is the reading you do everyday while you are on the go. Examples might be when you check the calendar, read a street sign or use the door marked "Exit." Find 20 examples of "Reading on the Go" while you are going through the day and list them below.

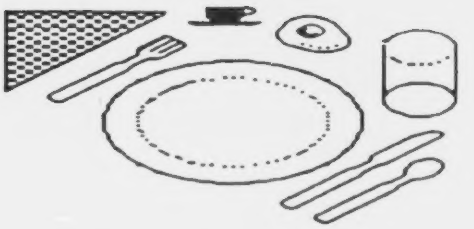
1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________
16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________

Restaurant Vocabulary

dot
beat
fold
baked
baste
cubed
diced
dried
fried
mixed
pared
puree
scald
boiled
canned
frozen
glazed
grated
ground
halved
mashed
melted
minced
peeled
reduce
sifted
sliced
smoked
spiced
spread
extra
ala carte
appetizer
beverage
course
dessert
entree

stewed
tossed
blended
braised
breaded
broiled
browned
chilled
chopped
combine
creamed
crushed
drained
grilled
kneaded
measure
preheat
prepare
poached
roasted
sautéed
steamed
toasted
whipped
buttered
flavored
seasoned
shredded
simmered
barbecued
preserved
quartered
scalloped
scrambled
marinated
tip/gratuity
generous
helping
included
sandwich
service
side dish
take out

Eating Out Can Be Educational



You will need a menu to do this worksheet.

1. The name of this restaurant is ______________________________

2. What is your favorite thing on this menu? ______________________________

3. Using your menu, order an entire meal. Choose a
   main dish ______________________________
   beverage ______________________________
   dessert ______________________________

4. What is the most expensive item on this menu? Write the item and its cost on this line. ______________________________

5. Menus use descriptive words to tell about their food. Find five descriptive words such as "fresh", "tasty", or "delicious". List them. ______________________________

6. What could you buy nine friends and yourself at this restaurant if you had only $10? ______________________________

7. Let's pretend you've just opened your own restaurant. Write you own menu item. Include the name, a description and the price.

8. Describe the atmosphere at your restaurant. ______________________________

9. Describe the service at your restaurant. ______________________________

10. What three things would you want your restaurant to be known for? ______________________________

On-the-Job Reading (Worksheet page 319)

When you, the teacher, might use this activity:
Supplemental, quick and easy activity to point out necessity of reading skills in various occupations.

What might need to be done:
Preface this activity with examples of practical reading in various careers. Offer students examples of practical reading requirements:

doctor - journals about diseases
- information on new drugs

truck driver - road signs
- schedules
- maps

teacher - student reports
- information on new ways of teaching

Distribute the worksheet and ask student pairs to complete, sharing responses in large group.

How might you vary this activity:
Give points for coming up with more than three "uses of reading". Have groups competing. Groups can come up with their own occupations and challenge another group.

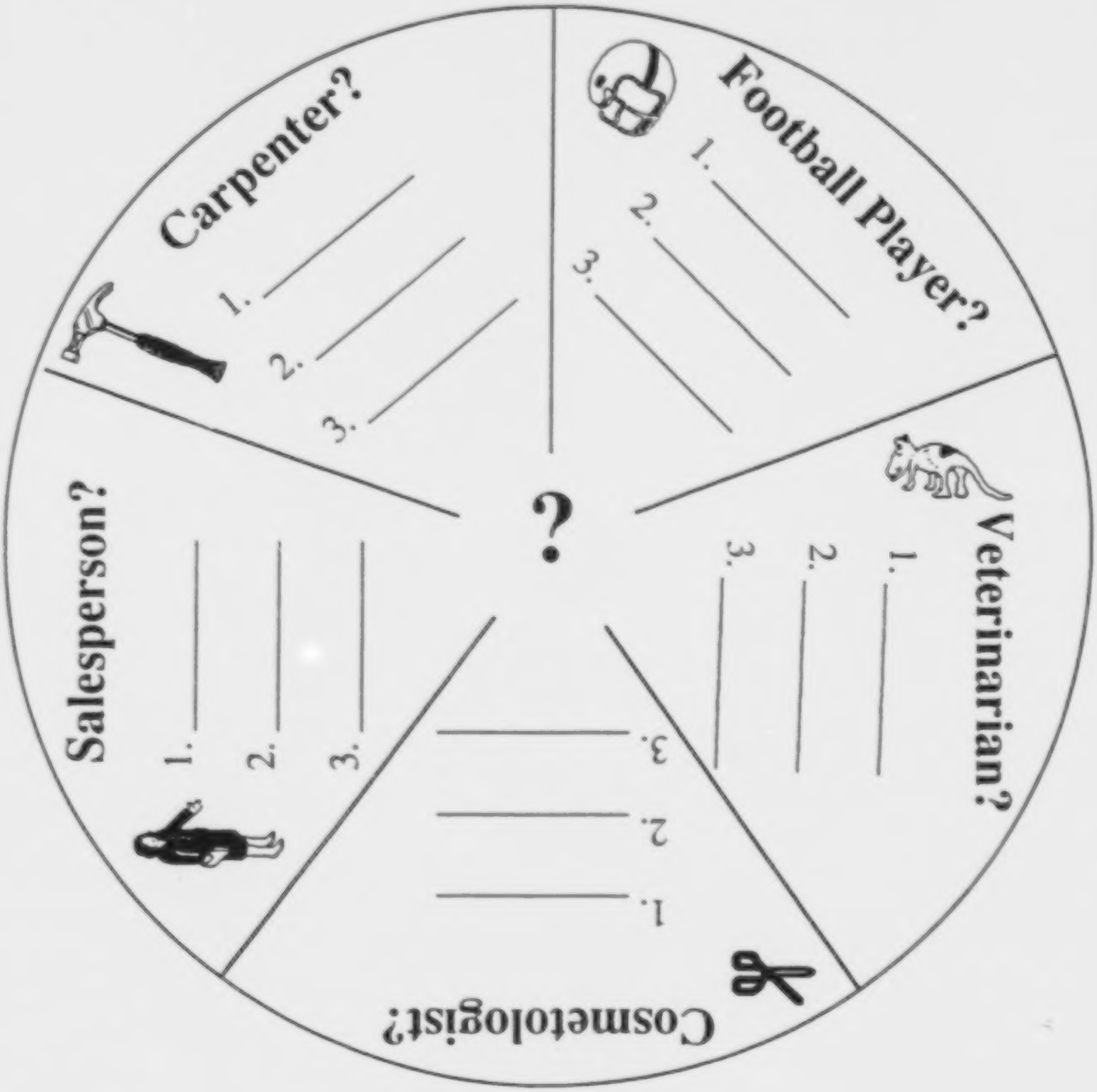
Getting Your Foot in the Door (Worksheet page 320)

When you, the teacher, might use this activity:
To assist students in understanding the role of reading in acquiring employment. The teacher explains that not only do people do on-the-job reading, but there is also a specialized vocabulary just for obtaining a job.

What might need to be done:
Teacher makes duplicate cards of each sign on this page. Students play a form of the "Concentration" game. If a student matches two cards, before he can take the cards, he must define its message.

On the Job Reading

Can you think of when reading is required by these professionals?



Carpenter?

1. ____
2. ____
3. ____

Football Player?

1. ____
2. ____
3. ____

Veterinarian?

1. ____
2. ____
3. ____

Cosmetologist?

1. ____
2. ____
3. ____

Salesperson?

1. ____
2. ____
3. ____

1
Applications

2
RECEPTIONIST

3
Help Wanted

4
Apply Here

5
EMPLOYEES
ONLY

6
JOB
INFORMATION

7
Employment
Office

8
Employment
Agency

9
PERSONNEL
OFFICE

10
PERSONNEL
MANAGER

11
NO
HELP WANTED

12
APPLY
AT
OFFICE

13
DIRECTOR
OF
PERSONNEL

14
Authorized
Personnel
Only

15
EQUAL
OPPORTUNITY
EMPLOYER

16
PART TIME
HELP WANTED

17
Apply At
Personnel
Office

18
NO UNAUTHORIZED
PERSONS
BEYOND THIS POINT

19
ALL VISITORS
MUST REGISTER
AT OFFICE

20
Applications
Accepted
From 11:00 A.M. To
3:00 P.M. Only

Let's Get Literate

I. LIFE SKILLS READING

Section Title: Reading Labels and Ads

Instructional Goal:

To increase students' skills in identifying important information.

A) to read and comprehend simple vocabulary related to food, medication and products

B) to recognize and comprehend warning signs on chemicals and medication

Activities:

The Breakfast Cereal Box

Share the Fun with Kidread

Reading Labels

Dangerous: Read Before Using

The Breakfast Cereal Box (Worksheet page 323)

When you, the teacher, might use this activity:
After discussion of the importance of vocabulary commonly found on food labels, and possibly as a supplemental activity to a nutrition lesson, this allows students to apply new understandings.

Additional Materials you need to do this activity:
Extra empty boxes of cereal

What might need to be done:
Give students notice that they are to bring in an empty box of their favorite cereal. Examine boxes to locate sections giving particular information asked for by the worksheet. This might be a good activity to do in pairs using the buddy-system.

How might you vary this activity:
Two to three worksheets could be available for each student. Have everyone use the same box in a lesson before doing one on his or her own. Compare two different cereals for particular information (i.e., sugar content).

Be prepared with boxes for pasta. Ask students to compare contents of pasta with cereals.

Follow-up:
Ask students to compare cereal boxes for percentage of

sugar
carbohydrates
protein

Ask student to determine which of the two cereals is better for them. They need to decide and explain that decision to the class.

Share the Fun with Kidread (Worksheet page 324)

When you, the teacher, might use this activity:
To emphasize the need to read for details. Could be used with filling out order forms. (Real Life Writing)

What might need to be done:
Read the advertisement together. Answer any questions students have. Students can do this activity individually or with a partner. Answer questions.

How might you vary this activity:
Older students could figure out cost per issue and compare this to the cost of another children's magazine. Bring in ads found in magazines and examine them for sales gimmicks and detail.

The Breakfast Cereal Box

Using your breakfast cereal box complete the following:

1. List the name of your cereal and who it is made by.

   ____

   ____

2. What gimmick did the company use to sell this cereal?

   ____

   ____

3. On your cereal box find all the adjectives that describe the cereal and write them down. ____

   ____

   ____

4. Put in order the main ingredients of the cereal. ______________________________

   ____

   ____

5. How many calories will be found in a 1 oz. serving of this cereal if you use skim milk? ______________________________

6. Exchange your box with another student. How are these cereals different?

   ____

   ____

7. Support your reasons for the purchase of your cereal to your mother. Why should she buy this cereal for you? ______________________________

   ____

   ____

8. If you were to create a new cereal box what would it look like? On another piece of paper design your cereal box.

Share the Fun with Kidread

Invite Kidread into your home. We'll send you 12 monthly issues for only $17.40. Call 1-800-Kidread (1-800-543-7323) or fill in the order form below. Allow 2-4 weeks for delivery.

*Please add $10 per year for Canadian subscriptions.

☐ Payment Enclosed ☐ Please bill me

Child's name ____________ Birth month ______ Year ____

Address ______________________________

City ____________ State ________ Zip ______

Parent's signature ______________________

- -

1. How many issues will you get in one year? ____________
2. How much will it cost to call in your order? ____________
3. How can you call a telephone number that has letters in it (1-800-Kidread)? ____________
4. Why do you think it will take 2-4 weeks to deliver your first issue? ____________
5. What does Payment Enclosed mean? ____________
6. Why do Canadian subscriptions cost $10 more? ____________
7. Why do your parents have to put their signature on the order form? ____________

Reading Labels (Worksheet page 326)

When you, the teacher, might use this activity:
Discuss illegal drugs, prescription drugs and over-the-counter drugs. Discuss drug use and abuse.

Additional Materials you need to do this activity:
Extra medication bottles

What might need to be done:
Students bring in their own medication bottles. The teacher uses this activity after students as a class have read through the information on sample bottles.

How might you vary this activity:
Discussion of different vitamins, minerals and medications. Give or assign definitions to important words. Discuss vocabulary and warnings.

Using math to figure out how long medication will last given the number of pills and dosage information.

Dangerous: Read Before Using (Worksheets pages 327-328)

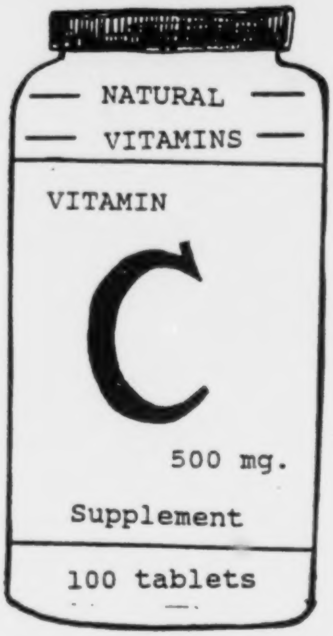
When you, the teacher, might use this activity:
Use along with activities involving reading product labels. This activity is specifically for poisonous materials.

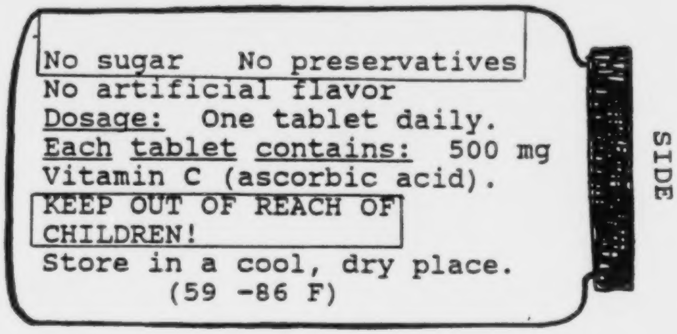
What might need to be done:
Read the warning label as a group. Discuss important vocabulary. Answer questions that follow.

How might you vary this activity:
Draw a "POISON" label of your own for children who can't read. Have students report to class where poisonous materials are stored in their house. List ways in which they could keep these materials "out of children's reach."

Reading Labels

FRONT





No sugar No preservatives
No artificial flavor
Dosage: One tablet daily.
Each tablet contains: 500 mg
Vitamin C (ascorbic acid).
KEEP OUT OF REACH OF CHILDREN!
Store in a cool, dry place.
(59 -86 F)

SIDE

Answer questions below using both the front and the side panels from this bottle of vitamin tablets.

1. How many pills are in this bottle? ________________

2. Use a dictionary to find out what mg. stands for.
   Mg. means ________________

3. Use a dictionary to find out what dosage means.
   Dosage means ________________

4. How many pills should a person take each day? ________________

5. What does artificial flavor mean? ________________

   Will this pill taste very good? ________________

6. Why should this bottle be kept out of the reach of children? ________________

   ____

7. Why must the tablets be stored in a dry place? ________________

   ____

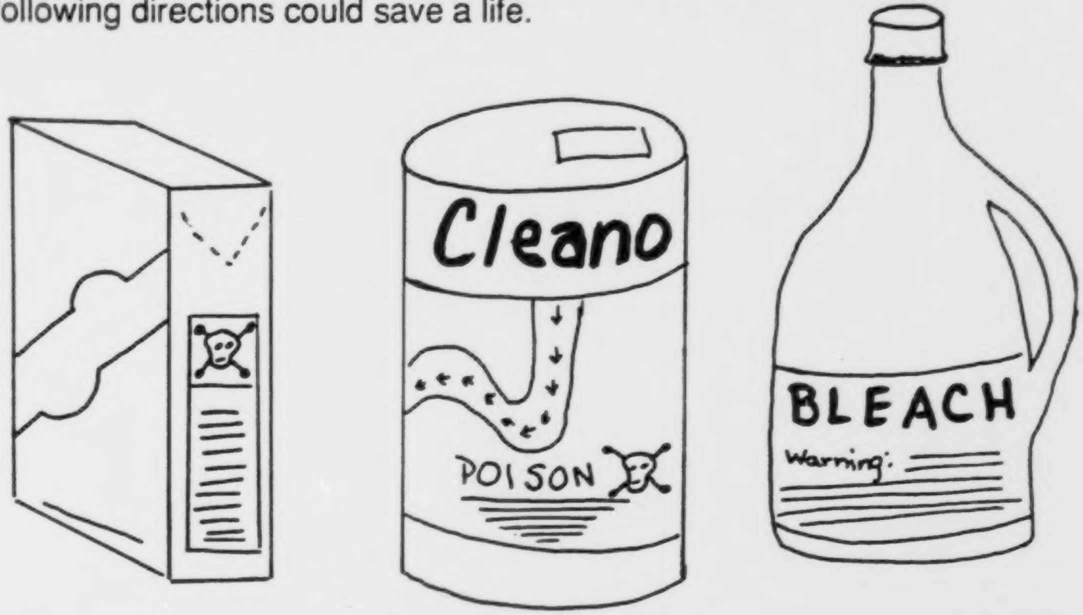
8. What is vitamin C and why do people take it? ________________

   ____

Dangerous: Read Before Using

Many products used around the house are poisonous. These products are always marked with several warning signs. Can you find the warning signs on the containers below?

Though they are clearly marked, would you know what to do if someone swallowed poison, or got it in their eyes? Reading warning signs and following directions could save a life.



Dangerous: Read Before Using Cleano

POISON: Contains sodium hydroxide (caustic soda-lye). Corrosive: Causes eye and skin damage; may cause blindness. Keep Cleano away from eyes, skin and clothing. Don't get it on you. **ALWAYS KEEP OUT OF REACH OF CHILDREN.** Store on high shelf or in locked cabinet. Harmful or fatal if swallowed.

FIRST AID:

EYES - Immediately flood with water for at least 20 minutes. Then seek medical care immediately.

INTERNAL - If swallowed, do not induce vomiting. Give large quantities of water or milk. Then seek medical care immediately.

EXTERNAL - Flood with water for at least 15 minutes. Then seek medical care immediately.

CALL PHYSICIAN AT ONCE.
KEEP OUT OF REACH OF CHILDREN.

Dangerous: Read Before Using

Vocabulary

precautions - safety steps to take ahead of time

caustic - burning

corrosive - eats away at things

solutions - water with something in it, in this case, water with Cleano

fatal - deadly, can kill you

first aid - things to do right away if someone is hurt or sick

immediately - right away

medical - a doctor's care

internal - inside the body

induce - start, make happen

vomiting - throwing up

quantities - amounts

external - outside the body

physician - doctor

Answer the following questions:

1. Why are precautions needed for poisons like Cleano? ____________________

    ____

2. What does caustic mean? ____________________

3. What does corrosive mean? ____________________

4. What can happen if you get Cleano in your eyes? What can happen if you swallow Cleano? ____________________

5. Where should Cleano be stored? Why? ____________________

6. What is the first thing you should do if you get Cleano in your eyes? __________

    ____

7. Why shouldn't you make someone throw up if the person has swallowed Cleano? ____________________

    What should you do instead? ____________________

8. If you swallow Cleano or get it on your skin, what should you do first? __________

    ____

Let's Get Literate

I. LIFE SKILLS READING

Section Title: Following Directions

Instructional Goal:

A) to learn the importance of following specific directions given in recipes, rules, and traffic signs

B) to introduce students to common expectations for behavior when functioning in society

Activities:

"Direction" Words are Important

Doing it in Order Makes a Difference!

Signs to Remember for Safety

Playground Rules

"Direction" Words are Important (Worksheet page 331)

When you, the teacher, might use this activity:
To introduce this unit, as an informal diagnostic tool or a more formal instructional activity.

What might need to be done:
Teacher explains that worksheets, activity sheets, tests and work books all contain "direction" words. Teachers can construct a variety of creative activities using the worksheet's direction words. For example, students might color code by process (i.e., reading required, writing required, thinking . . .), or sort by function (i.e., requiring use of hands versus thinking and problem-solving skills.)

How might you vary this activity:
Make cards for each of the words on this list. Students play a "Charade" type of game of cards. One student selects a card, reads it silently, and then acts it out. Other students try to guess what the word is. After it is guessed, the "activity" student shows card to everyone.

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Doing It In Order Makes a Difference! (Worksheet page 332)

When you, the teacher, might use this activity:
Sometimes directions need to be followed in a particular sequence. This exercise can be combined with similar activities to teach sequential thinking skills.

Additional Materials you need to do this activity:
Extra recipes if needed.

What might need to be done:
Assign students a particular ingredient to bring to class (give at least two days notice). Present the worksheet, review the recipe and discuss questions with students before beginning the activity. Assign different tasks to students in small groups. Have students make and consume the fudge.

How might you vary this activity:
Depending on group size, one could either have several students work on one recipe, or groups of students select different simple recipes to use. Integrate with measurement section of the math section.

Direction Words are Important

Do you know the meaning of these words? Let's see . . .

color
draw
write

paste
match
put

list
check
cross

read
circle
mark

place
copy
close

follow
touch
sign

count
show
cut

choose
trace
underline

divide
fold
bend

find
open
print

turn
hold
start

measure
select
crease
complete

Doing It In Order Makes a Difference!

Peanut Butter Fudge

1 cup peanut butter
1 cup corn syrup
1 1/4 cup dry milk
1 1/4 cup powdered sugar, sifted
1/4 cup cocoa
nuts (optional)

Blend peanut butter and corn syrup in large mixing bowl; add dry milk and 1 cup sugar. Add cocoa. Mix with wooden spoon, then knead until smooth on pastry board lightly covered with remaining 1/4 cup sugar. Top with nuts if desired.

Read these directions silently as your teacher reads them aloud. Let's be sure we understand what to do!

Discussion questions:

1. What are the steps we need to follow to make our fudge?
2. What does knead mean? What are you to use in "kneading" this dough?
3. What does optional mean?
4. Why are ingredients listed before the directions?
5. How many people do you think you can feed with this recipe?
6. What if you didn't have any powdered milk? What could you use instead?

Signs to Remember for Safety (Worksheets pages 334-335)

When you, the teacher, might use this activity:
To coincide with a safety lesson, after discussing common street signs or at the beginning of the year when children need reminding of safety tips.

What might need to be done:
As the teacher reads the description, students label signs with the number of the appropriate description.

How might you vary this activity:
Grades K-3: Take a walking field trip in the school community. Draw the street signs. Back at school, discuss the reasons you think each sign is where it was.

Grades 4-6: Suppose there were no signs on your street and you had the job of putting up the signs you need. What signs would you put up? Draw a map of your street and show where you would place the signs.

Students might go through old driver's manuals and each choose a sign to show and explain to the class.

Students could find information on international signs (i.e., for lodging, food, restroom) and create their own information signs.

Playground Rules (Worksheet page 336)

When you, the teacher, might use this activity:
As a good opening lesson on following directions. Incorporate with other rules at beginning of school year for immediate reinforcement.

What might need to be done:
A. The teacher may draw up her/his own set of playground rules appropriate for school. Use the Playground Rules for Safety list as an example.

B. The teacher may show this example and ask students to develop their own set of rules.
   1. Break into groups and walk the playground.
   2. Have students develop rules for different areas.
   3. Return to classroom and work toward consensus.

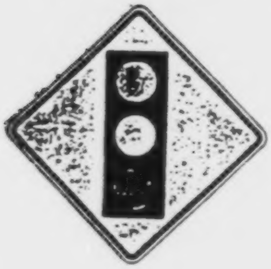
How might you vary this activity:
Post these rules in the classroom for review and reinforcement.

Discuss consequences if rules are disregarded.

Signs to Remember for Safety

Place the number of the correct answer below each sign.
Match the explanation with the signs.

1. This is not a stop sign, but you should come to a stop and look both ways before going on. If there is traffic approaching from either direction, you should wait for them to go by.
2. Follow this path on your bicycle.
3. There is a traffic signal ahead. A red light means to stop and a green light lets you go through the intersection.
4. This is a school crossing. You cross the road here, but look both ways to make certain the cars do stop.
5. This is a stop sign. You must stop and look in all directions. If there is no traffic, you can cross the street safely.
6. There is a railroad crossing ahead. Before you cross the tracks, you need to look both ways to make sure there is no train coming.
7. The big white H on a blue background means there is a hospital ahead. It also means that you should be especially alert for ambulances and other emergency vehicles.
8. This means you cannot turn left at this street. You either turn right or go straight ahead. Anytime you see a diagonal line drawn through a sign, that means NOT to do what the sign shows.



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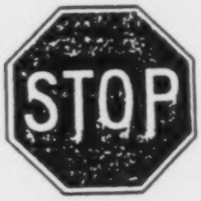

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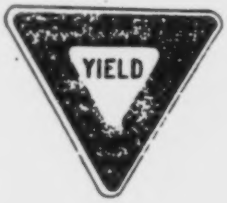

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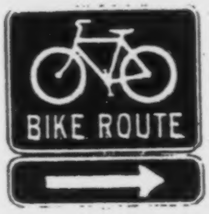

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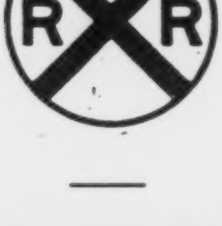

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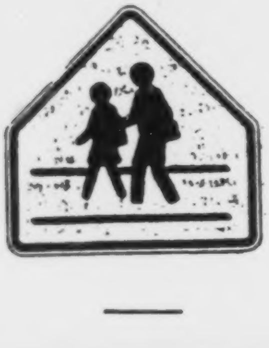

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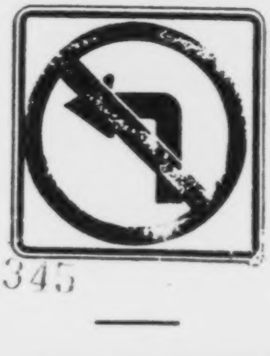

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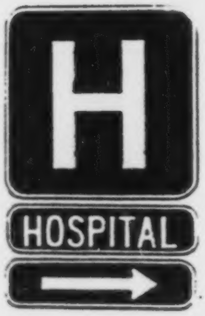

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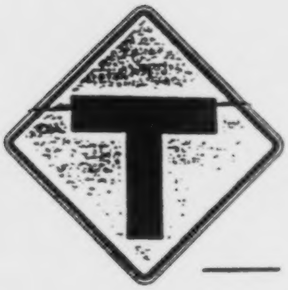
Signs to Remember for Safety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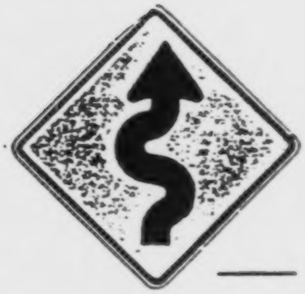
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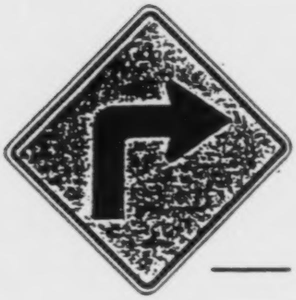
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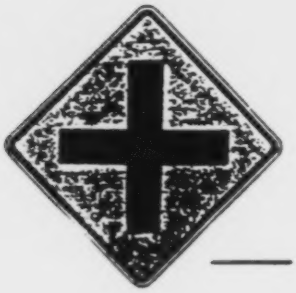
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1. These signs are used to tell you when it's safe to walk across the street.
2. This sign means that when the road is wet because of rain or snow, cars are more likely to slip and slide.
3. This sign means that the road ahead turns sharply to the right.
4. This sign means this road comes to a stop: you'll have to turn either right or left soon.
5. This sign means that two streets cross - be especially careful when you see this!
6. This sign means the road is closed to traffic coming from your direction. Don't go that way!
7. This sign means that there's another way to get where you want to go - the usual way is blocked. You'll need to follow the arrows!
8. This sign means that the road has a series of sharp turns. You should slow down when you see this.
9. This sign means that there's a phone nearby in case you have to make an important call.

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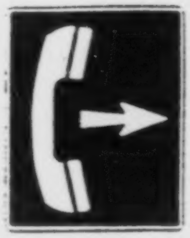

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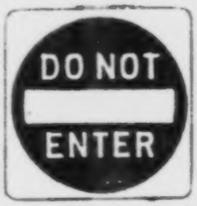

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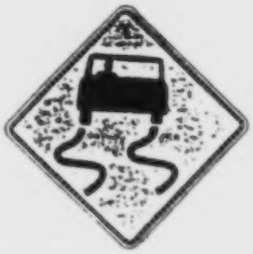

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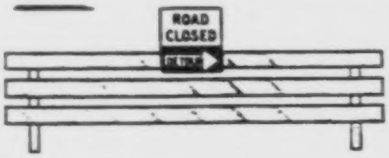

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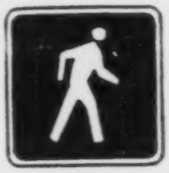


Playground Rules for Your Safety

BOUNDARIES: West - Sand Pits and the ditch
North - Stay away from the fence and trees near there
East - The edge of the blacktop for 1st & 2nd. The upper grade children can use the field east of the blacktop.
South - Fence, but don't go south of the building.

1. Stay off the sidewalk; keep away from the buildings.
2. Stay off any fences or backstops.
3. Don't climb or damage trees.

LEAVING THE PLAYGROUND:

1. Don't leave the playground without asking permission. Children should notify the teacher on duty when he or she returns to the playground.
2. Teacher discretion as to allowing kids to go to lost and found, clinic, office, etc.
3. Equipment and coats should be brought out at the beginning of recess.
4. Don't re-enter school without permission.

EQUIPMENT:

Swings:

1. One on a swing
2. Sit on swings
3. Swing straight
4. No pushing
5. Count-backs are allowed
6. Don't play around swings
7. No jumping off swings
8. No climbing on the poles
9. No ropes on the swings

Monkey Bars:

1. Do not interfere with another person's climbing
2. No ropes on the bars
3. No one around the bars unless they are using them

Slide:

1. One at the top
2. One on the ladder
3. Slide down on seat
4. No jumping from slide or sliding down poles

Jump Ropes:

1. Use on blacktop areas only
2. Remind children of safe use of jump ropes.

Balls:

1. Balls are to be used out in the fields, not around equipment.

General:

1. No sand, snow or rock throwing at all.
2. Use the sand pits for playing in the sand.
3. No baseballs on playground - softballs only.
4. No skates or skateboards.
5. No tackling games. This includes tackling in tag, football, soccer, etc. TOUCH football may be played.
6. No Frisbees
7. No foul language
8. Return to classroom immediately when bell rings.

Let's Get Literate

I. LIFE SKILLS READING

Section Title: Looking Up Information

Instructional Goal:

A) to increase student awareness of everyday reference materials available for their use

B) to ascertain student performance in the basic skills necessary to utilize reference materials (i.e., alphabetical order, directionality, visual tracking, etc.)

C) to increase students' independent use of reference materials

Activities:

The Small Mall

The TV Guide

Working with the White Pages

Let Your Fingers do the Walking

Newspaper Scavenger Hunt

Exploring Classified Ads

The Small Mall (Worksheet page 339)

When you, the teacher, might use this activity:
When problem-solving ways to keep from getting lost or to find a specific location; this activity taps skills related to directionality and spatial orientation.

Additional Materials you need to do this activity:
Five - six compasses for demonstration.

What might need to be done:
The teacher might discuss that, in visiting a shopping mall, an easy way to find the store you need is by using the mall directory. Some malls use directions; all students need to be familiar with the compass. Present vocabulary such as apparel, jewelry, etc.

How might you vary this activity:
Students could design their own mall or the class might take a field trip to a mall and visit then mall administration.

The T.V. Guide (Worksheet page 340)

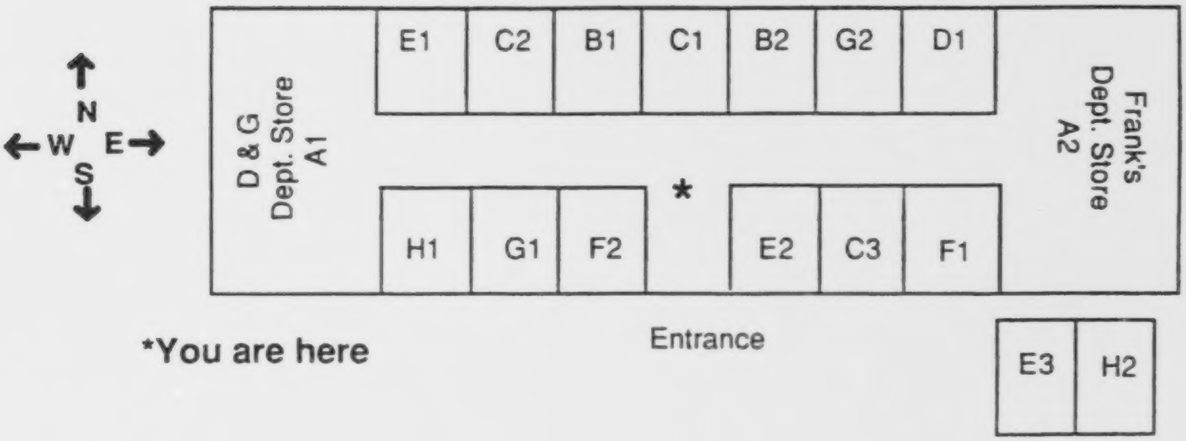
When you, the teacher, might use this activity:
As a supplemental activity to leisure time activities, or at the beginning of a lesson on time management.

What might need to be done:
Briefly examine the T.V. listing, pointing out vocabulary and the complex visual display that students might have difficulty with. Have students complete the T.V. Guide worksheet independently and incorporate color-coding if needed.

How might you vary this activity:
Students could be paired with a partner.

Students could practice writing short statements about a movie or show - limit number of words - make them silly.

The Small Mall Directory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W
E
D & G Dept. Store A1
E1
C2
B1
C1
B2
G2
D1
Frank's Dept. Store A2
H1
G1
F2
*
E2
C3
F1
Entrance
E3
H2

*You are here

General	
D&G	A1
Frank's	A2

Jewelry	
D. Allen's	B1
Remember!	B2

Entertainment	
Soundland	C1
Music Shop	C2
Pianos Unlimited	C3

Gifts/Cards	
Benny's Gifts	D1

Women's Apparel	
Bonnie's Clothes	E1
Chasm	E2
Avantés	E3

Men's Apparel	
Wilson's	F1
Tilden's	F2

Books	
Tree Leaf	G1
Maldoans	G2

Food	
Pizza Bay	H1
Tacos, Etc.	H2

1. Name a store where you could buy a record or cassette tape.

2. Name an item you might buy at Remember!

3. If you're at Bonnie's Clothes and you want to go to Frank's Department Store, in which direction do you walk? ____________

4. What store do you see straight in front of you when you come in the entrance?

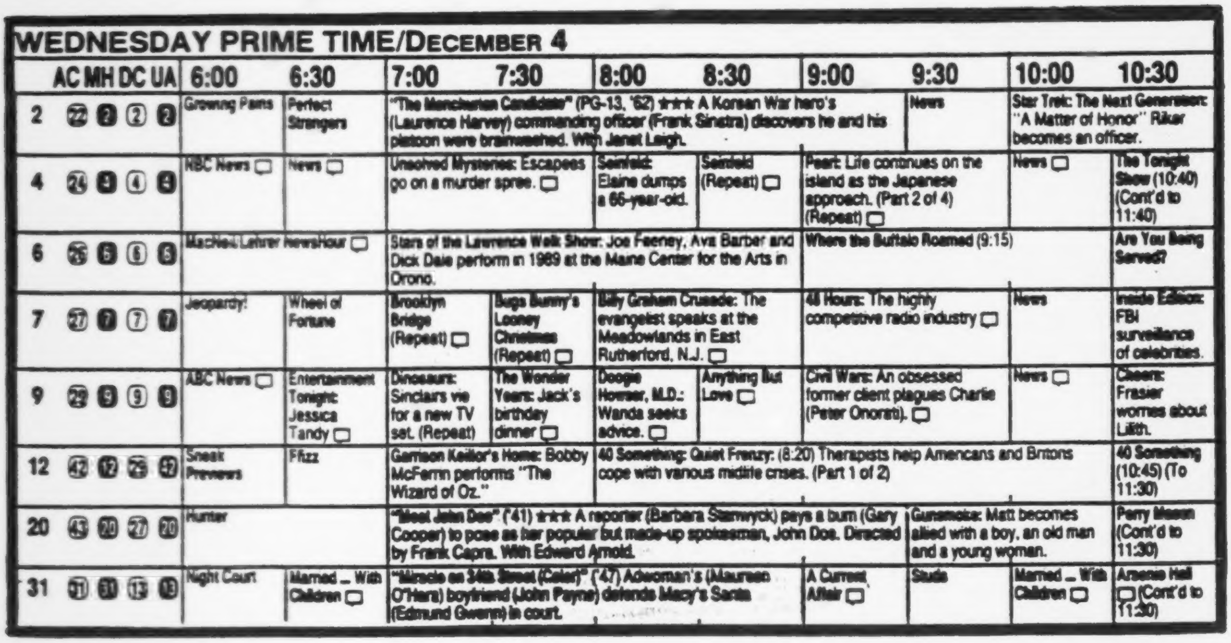
5. Can you buy plants at the store located at G1?

6. Which direction are you walking when you go from B2 to E2?

7. You want to eat tacos. Can you get them right in the mall? Explain.

The T.V. Guide

Answer the questions below after examining this T.V. listing carefully.



WEDNESDAY PRIME TIME/DECEMBER 4

	AC	MH	DC	UA	6:00	6:30	7:00	7:30	8:00	8:30	9:00	9:30	10:00	10:30
2	㉒	②	②	②	Growing Pains	Perfect Strangers	"The Manchurian Candidate" (PG-13, '62) ★★★ A Korean War hero's (Laurence Harvey) commanding officer (Frank Sinatra) discovers he and his platoon were brainwashed. With Janet Leigh.					News	Star Trek: The Next Generation: "A Matter of Honor" Riker becomes an officer.	
4	㉔	④	④	④	NBC News ☐	News ☐	Unsolved Mysteries: Escapees go on a murder spree. ☐		Seinfeld: Elaine dumps a 66-year-old.	Seinfeld (Repeat) ☐	Pearl: Life continues on the island as the Japanese approach. (Part 2 of 4) (Repeat) ☐		News ☐	The Tonight Show (10:40) (Cont'd to 11:40)
6	㉖	⑥	⑥	⑥	MacNeil/Lehrer NewsHour ☐		Stars of the Lawrence Welk Show: Joe Feeney, Ava Barber and Dick Dale perform in 1989 at the Maine Center for the Arts in Orono.				Where the Buffalo Roamed (9:15)			Are You Being Served?
7	㉗	⑦	⑦	⑦	Jeopardy!	Wheel of Fortune	Brooklyn Bridge (Repeat) ☐	Bugs Bunny's Looney Christmas (Repeat) ☐	Billy Graham Crusade: The evangelist speaks at the Meadowlands in East Rutherford, N.J. ☐		48 Hours: The highly competitive radio industry ☐		News	Inside Edition: FBI surveillance of celebrities.
9	㉙	⑨	⑨	⑨	ABC News ☐	Entertainment Tonight: Jessica Tandy ☐	Dinosaurs: Sinclairs vie for a new TV set. (Repeat)	The Wonder Years: Jack's birthday dinner ☐	Doogie Howser, M.D.: Wanda seeks advice. ☐	Anything But Love ☐	Civil Wars: An obsessed former client plagues Charlie (Peter Onorati). ☐		News ☐	Cheers: Frasier worries about Lilith.
12	㊷	⑫	㉙	㊷	Sneak Previews	Ffizz	Garrison Keillor's Home: Bobby McFerrin performs "The Wizard of Oz."		40 Something: Quiet Frenzy: (8:20) Therapists help Americans and Britons cope with various midlife crises. (Part 1 of 2)					40 Something (10:45) (To 11:30)
20	㊸	⑳	㉗	⑳	Hunter		"Meet John Doe" ('41) ★★★ A reporter (Barbara Stanwyck) pays a bum (Gary Cooper) to pose as her popular but made-up spokesman, John Doe. Directed by Frank Capra. With Edward Arnold.					Gunsmoke: Matt becomes allied with a boy, an old man and a young woman.		Perry Mason (Cont'd to 11:30)
31	㉛	㉚	⑬	⑬	Night Court	Married ... With Children ☐	"Miracle on 34th Street (Color)" ('47) Adwoman's (Maureen O'Hara) boyfriend (John Payne) defends Macy's Santa (Edmund Gwenn) in court.				A Current Affair ☐	Studs	Married ... With Children ☐	Arsenio Hall ☐ (Cont'd to 11:30)

1. What time on Wednesday does this listing start? ____________

2. What do you think prime time means? ____________

3. If you want to watch news at 6:30 p.m., which channel would you need to turn to? ____________

4. When does the movie "Meet John Doe" begin and end? ____________

5. Who stars in this movie? ____________

6. If you wanted to watch **"Star Trek"** and the beginning of the **"Tonight Show"**, could you do it? _____ Why? ____________

7. What does "repeat" mean? ____________

8. When does the show "Where the Buffalo Roamed," on Channel 6 begin? ____________

9. Look at the shows that start at 8:00. Which one would you choose?
____

10. How much time do you usually spend watching T.V. in the evenings?
____

Working with the White Pages (Worksheet page 342)

When you, the teacher, might use this activity:
After students have examined a phone book and sections have been explained, this activity will reinforce dictionary skills that apply to phone book use.

Additional Materials you need to do this activity:
Old phone books, white pages

What might need to be done:
The teacher should first explain the importance of alphabetical order in last and first names to determine order of presentation in the phone book. Students also need to be taught the use of guide letters. Ask students to apply their learning by completing this worksheet independently.

How might you vary this activity:
Students pair with a partner. Have a name race; first pair to find a name wins.

Let Your Fingers Do the Walking (Worksheets pages 343-344)

When you, the teacher, might use this activity:
Use along with instruction relative to using the telephone book or when teaching how to critique advertisements.

Additional Materials you need to do this activity:
Old phone books, yellow pages

What might need to be done:
Discuss the importance of business advertising in the phone directory so that people have access to goods and services.

How might you vary this activity:
Have students do comparative shopping over the phone in order to get the best price.
Use in conjunction with related exercises in the math unit.
Students could design their own directories of goods and services needed by their family.

Working With the White Pages

Below is a section of a telephone book. Use these names and numbers to answer the questions below.

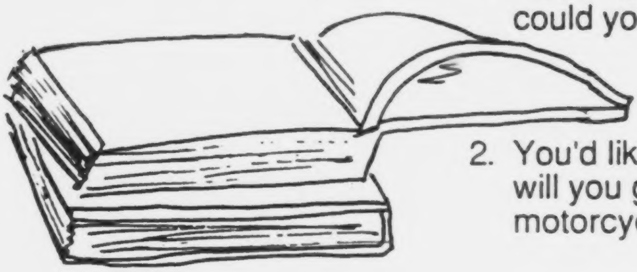
PLEMONS L --PLOEN

Plemons Lynn	237-8950
Plese Robert	678-9904
Pleshko Don	555-3467
Pleshko Sammy	234-0984
Pless Fred	534-7887
Plesinger B	423-6534
Pletan Anne	454-0129
Pletcher M	788-7856
Pleuss Nancy	576-7943
Plewinski John	332-4477
Pliler Robert	758-0890
Ploen T	478-1368

1. What phone number is listed just ahead of M Pletcher? __________
2. Why does T Ploen follow Robert Pliler? ____________________
3. What is Fred Pless' phone number? ____________________
4. Why do some names only have initials? ____________________
5. Why does Don Pleshko come before Sammy Pleshko? __________
   ____
6. Why are last names used first instead of first names? ___________
   ____

Let Your Fingers Do the Walking

You will need the yellow pages of the telephone book to do this worksheet.



1. Your mother needs some medicine. Where could you go to get it?

2. You'd like to buy a motorcycle. Which shop will you go to first? What makes of motorcycles do they carry?

3. Your family wants to go out to dinner. Choose a restaurant and write down its name, location and phone number.

4. You'd like to have some food delivered for your dinner. Where should you call, and what will you order?

5. You sprained your ankle and must use crutches for several weeks. Where would you call to rent some crutches? List two places.

6. Your pet dog needs to be groomed and clipped. Where can you take it? Should you call for an appointment?

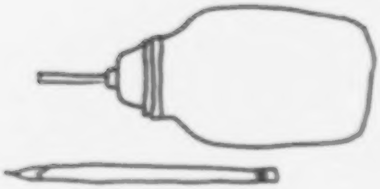
7. Where can you take swimming lessons? What location is closest to home?

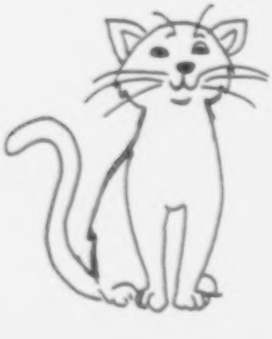
Extra credit for ***Let Your Fingers Do the Walking***

Sometimes we can "shop" by phone. Choose something you would like to purchase. Call three different places that carry the product and ask about their prices. Which is the best place to purchase from? Why?

What I Want To Buy

Names of stores			
Phone Number			
Price			





Newspaper Scavenger Hunt (Worksheet page 346)

When you, the teacher, might use this activity:
After discussion of the various sections of a newspaper and the purpose of each section, students are asked to "hunt" for information.

Additional Materials you need to do this activity:
Newspapers for each student

How might you vary this activity:
With older students, the teacher can be more specific in the information students need to find (i.e., temperature for a particular city on a given day, or hours that a movie is being shown).

Different newspapers could be compared for layout, location of content. Similarities should be emphasized.

Exploring Classified Ads (Worksheet page 347)

When you, the teacher, might use this activity:
Once students are familiar with the contents of a newspaper, focus their attention on job related issues.

Additional Materials you need to do this activity:
Age-relevant classified ads cut from the newspaper and enlarged.

What might need to be done:
Discuss need for classified ads. Discuss use of common abbreviations and list these on the board for easy reference (i.e., hr. - hour, info - information, exp. - experience, incl. - include, ref - references, wpm - words per minute, yrs - years, attn - attention). Read instructions with students, clarifying the two purposes of job-related classified ads. Ask students to respond to the questions independently; review as a large group.

How might you vary this activity:
Expand into an activity related to want ads.

Make ads for school newsletter selling a product or service students will make or provide. (Entrepreneurship)

Newspaper Scavenger Hunt

Find the following items in your newspaper. Put a check mark by the items you have found. Write the page number next to the item.

Check marks		Page number(s)
_____	a "Snoopy" comic strip	_____
_____	the weather report	_____
_____	a movie advertisement	_____
_____	the lead story for the day	_____
_____	the "Dear Abby" column	_____
_____	an advertisement for a new car	_____
_____	a food	_____
_____	an article about a famous person	_____
_____	where jobs are listed	_____
_____	where apartments - for - rent are listed	_____
_____	where things (lawn mowers, furniture, etc.) are advertised for sale	_____
_____	where the stock market news is reported	_____
_____	where international news (news about other countries) is reported	_____
_____	where letters from the newspapers' readers are printed	_____
_____	where people advertise that they're available for work	_____
_____	where businesses-for-sale are advertised	_____

Exploring Classified Ads

Classified ads are often used to let people know when a job is available or when a person is available to work. Sometimes the newspaper will have want ads that apply to youngsters.

Baby-Sitter

Wants reliable girl or boy to sit with 2-year-old 4-7 p.m., Tuesday and Thursday evenings. Pays $1.50/hr. Minimum age, 10 years. Call 258-3729

Wanted: Odd Jobs

Available after school, 3:30 - 5:00. Anytime Saturday. Yard work, cleaning, whatever. Will work for $2/hour, call Mike at 258-3499.

In the ad for a babysitter;

1. What hours will you be working? ______________________
2. What days will you need to work? ______________________
3. How old do you have to be to apply for this job? ____________

In the ad for odd jobs;

1. Who placed the ad? ______________________________
2. What hours and days is Mike available to work? __________

   ____
3. What kind of work is Mike willing to do? ______________

   ____

Let's Get Literate

I. LIFE SKILLS WRITING

The ability to provide written information about ourselves, the ability to express our learnings, ideas and concerns in written form, is extremely important.

This unit is composed of three sections:

Letter Writing
- Writing a Personal Letter
- Where Does it Fit?
- Addressing Your Envelope
- Writing a Letter of Request
- Letters of Thanks
- The Invitation
- How's a Postcard Different?

Notetaking for Life
- Who Has To Write
- Writing Notes
- Designing a Bulletin Board Notice
- Encouraging Notetaking
- Taking Telephone Messages
- Stating Instructions Clearly
- Giving Directions
- Grouping and Categorizing
- Organizing What you Hear
- Our Town

Student Information Forms
- School Cards
- Do you know what to write?

Let's Get Literate

II. LIFE SKILLS WRITING

Section Title: Letter Writing

Instructional Goals:

A) to build skills in student's clear, neat, effective use of basic writing skills necessary for everyday living

B) to acquaint students with a variety of letter-writing purposes and formats, including personal letters, letters of request, and thank you letters

C) to increase student awareness of the type of social interaction letters provide

Activities in this section:

Writing a Personal Letter

Where Does it Fit?

Addressing Your Envelope

Writing a Letter of Request

Letters of Thanks

The Invitation

How's a Postcard Different?

Writing a Personal Letter (Worksheet page 353)

When you, the teacher, might use this activity:
As an introductory activity to the organization of a letter. In addition, teachers can use letter writing as a technique to explain paragraphing (i.e., every time the subject is changed, a new paragraph is started).

What might need to be done:
Have students look at worksheet and highlight with color as the teacher explains different parts of a personal letter. Also, have students keep this as a sample letter for future use.

How might you vary this activity:
Put blank form on overhead. While teacher fills in different parts, students copy as a model.

Where Does it Fit? (Worksheet page 354)

When you, the teacher, might use this activity:
Following instruction on the parts of a personal letter, this activity allows students to practice their skills.

What might need to be done:
Distribute the worksheet. Ask students to write the information provided in the appropriate place.

How might you vary this activity:
For advanced students, leave out the form. Follow up activity would be to write their own friendly letter and send it.

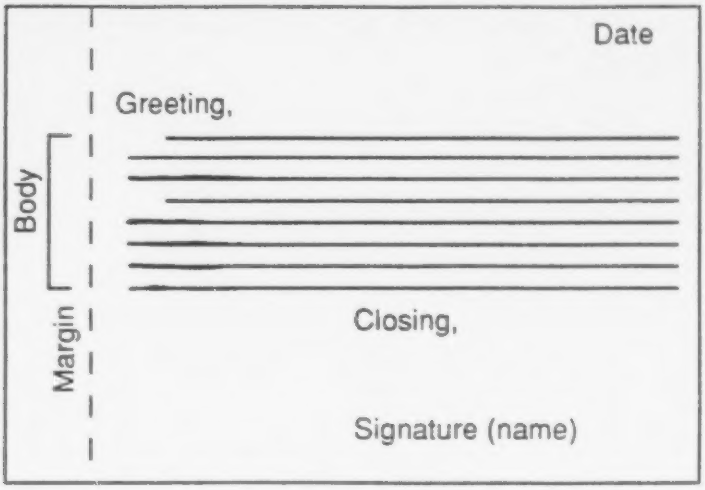
Addressing Your Envelope (Worksheet page 355)

When you, the teacher, might use this activity:
Immediately after personal letters have been written so that actual letters can be sent.

What might need to be done:
Teacher gives an example of an addressed envelope either on the board or on an overhead. Students then practice with the envelope form at the bottom of the page. Be sure students with directionality difficulties recognize that the stamp goes on the right upper corner, the return address on the left.

How might you vary this activity:
Have students make up "fictitious" envelopes. Be creative and humorous.

Personal Letter Format:



Don't forget to indent each paragraph

Remember to date your letter.

The Greeting is Dear _______________,

The Body is the main section of a letter.

The Closing might be: *Yours, Yours Truly, Sincerely*, etc.

Sign your name in cursive.

In a friendly letter:

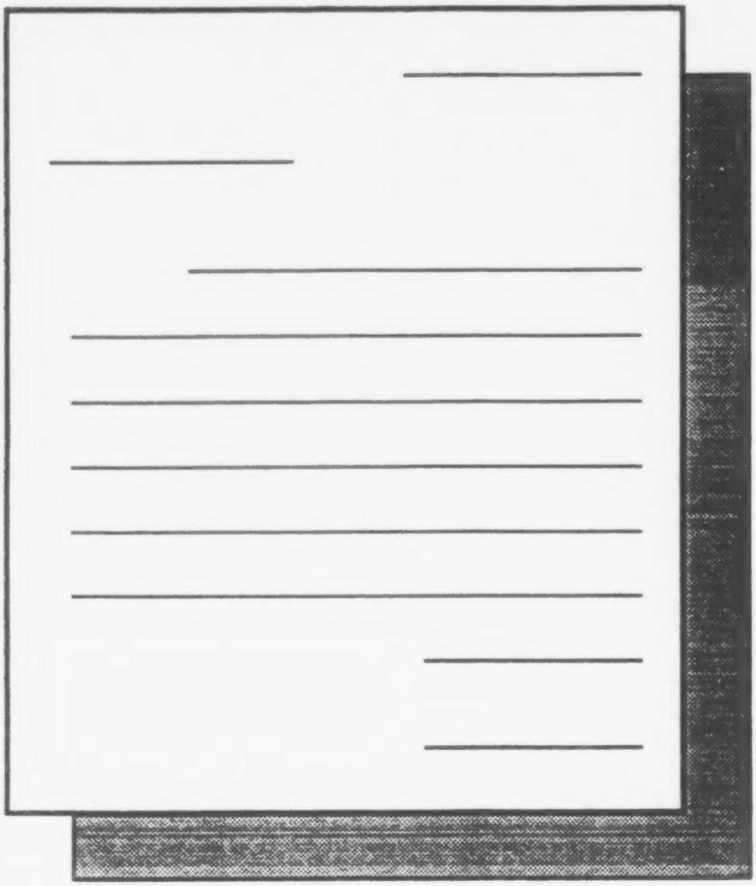
- Tell your reader news about yourself.
- Ask the reader what they have been doing.
- Write as if you are having a conversation with the reader.

You may choose to:

- Ask a friend about current activities/events.
- Ask about a friend's family.
- Tell about your own current activities/interests.
- Tell about your family.

Where does it fit?

Put the information below into its proper place on the letter form.



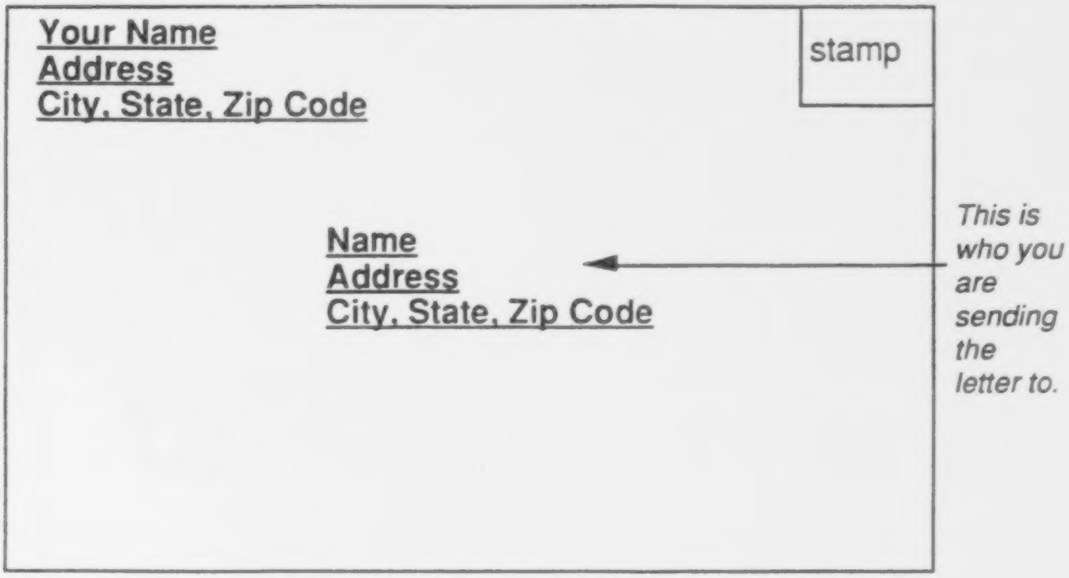
Your friend, Tom

November 4, 1991

I just received a raise! I wanted you to know that I can now afford to come visit you. I'm really excited about this chance to visit.
See you soon!

Dear George,

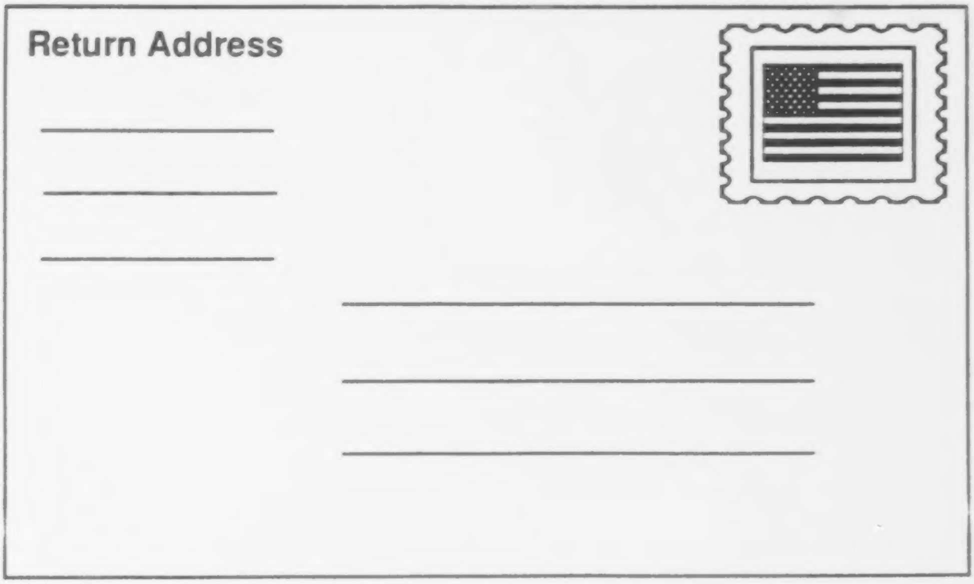
Addressing Your Envelope


Your Name
Address
City, State, Zip Code
stamp
Name
Address
City, State, Zip Code
This is who you are sending the letter to.

Remember, print or write neatly. The mail carrier must be able to read the address.

Fill in all the lines below with the correct information.

Your letter is to be sent to:
3650 Chase Boulevard Frank Beal Denver, CO 80215


Return Address

Writing a Letter of Request (Worksheet page 357)

When you, the teacher, might use this activity:
After discussion about different reasons for writing a letter, the teacher targets the letter written to request something.

What might need to be done:
Introduce the elements vital to a letter of request. Ask students to fill in the model format with the information provided; review location as a class. Create a legitimate reason to write a request, i.e., have students brainstorm who they want to have speak to their class and ask students to compose the letter of request as a group.

How might you vary this activity:
Have students think of more requests they'd like to make and list these on board or overhead. They then write their own letter of request.

Letter of Thanks (Worksheet page 358)

When you, the teacher, might use this activity:
Use as another example of a different purpose for writing letters.

What might need to be done:
Teacher explains the elements of a thank you letter. Ask students to fill in the model format with the information provided; review location of items as a class. Practice as a group or individually.

How might you vary this activity:
As follow up to any field trip or guest speaker, always have students write an actual thank you letter.

Writing a Letter of Request

Transfer these words to the right location within the blank letter below.

Greeting. Date

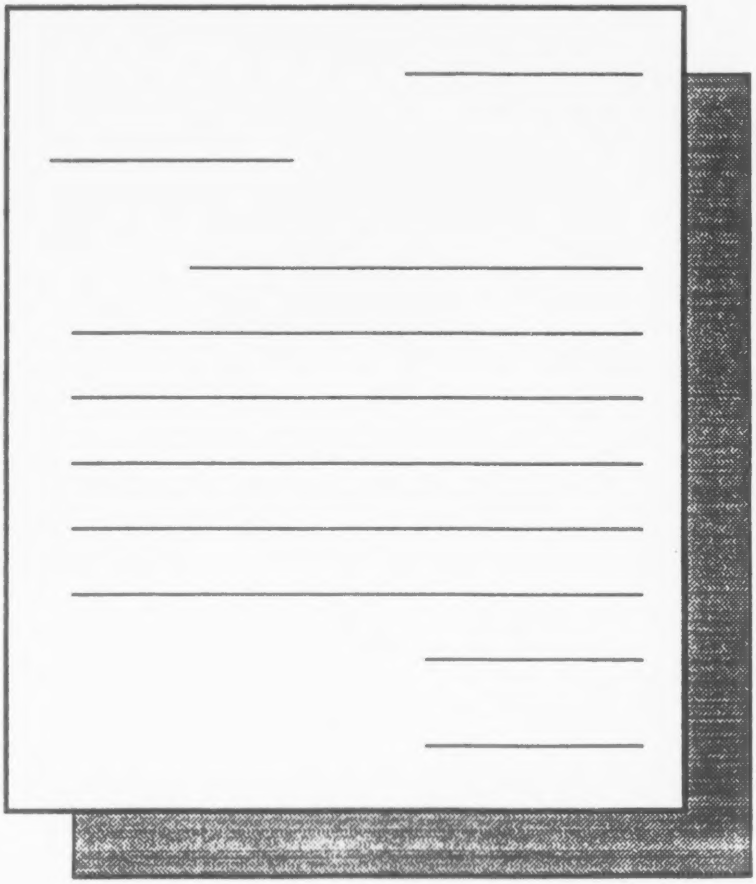
What I want

The information that is needed (i.e., return address, phone number, time of delivery).

The "fee?"

Closing

Name
Address
Phone #



Now that you have a model, write your letter on a separate sheet of paper.

Letter of Thanks

Transfer these words to the right location within the blank letter below.

Date

Greeting,

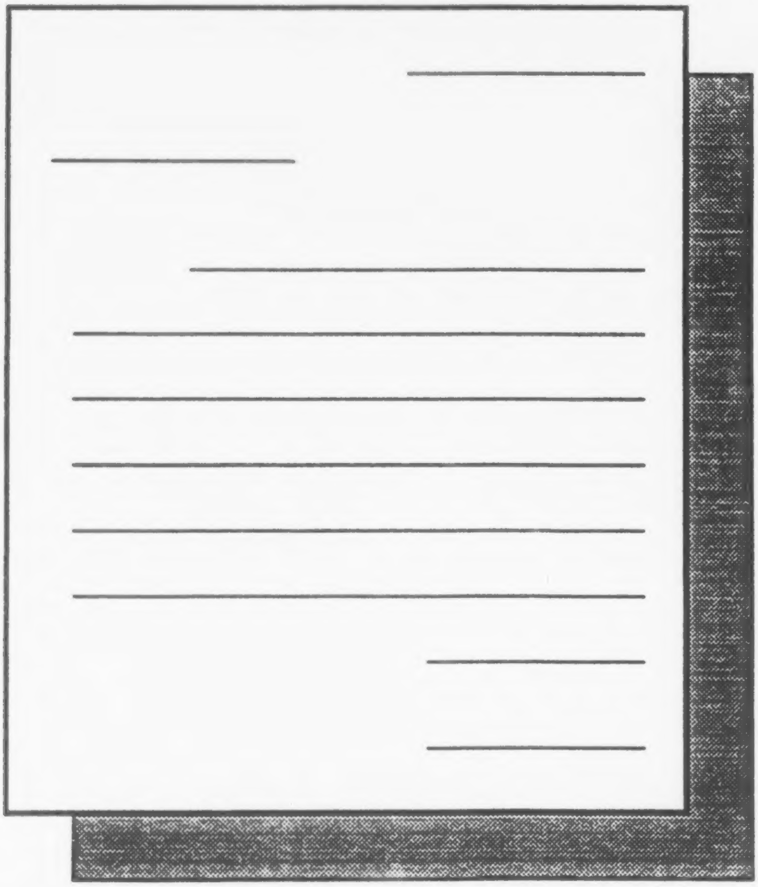
First line expresses your thanks for something.

Second line tells what you liked best and why.

Third line tells what you've learned.

Fourth line is an appropriate "clincher"* closing.

Closing Signature



*"Clincher" closings say something very nice about the person you're thanking.

The Invitation (Worksheet page 360)

When you, the teacher, might use this activity:
When discussing the need to have a "special letter", i.e., to invite people for some occasion.

What might need to be done:
The teacher should discuss the necessary information on an invitation in reviewing the information on the worksheet. Have students practice writing an invitation as a group. Then ask students to think of a real situation in which they would need to design and write an invitation. Have students share their invitations with a partner. Follow up activity: throughout the year different students are assigned the task of writing an invitation to any special event in class.

How's a Postcard Different? (Worksheet page 361)

When you, the teacher, might use this activity:
As part of a discussion of different types of written communication, the postcard is still the most economical way to communicate in writing.

Additional Materials you need to do this activity:
Teacher brings to class several blank postcards.

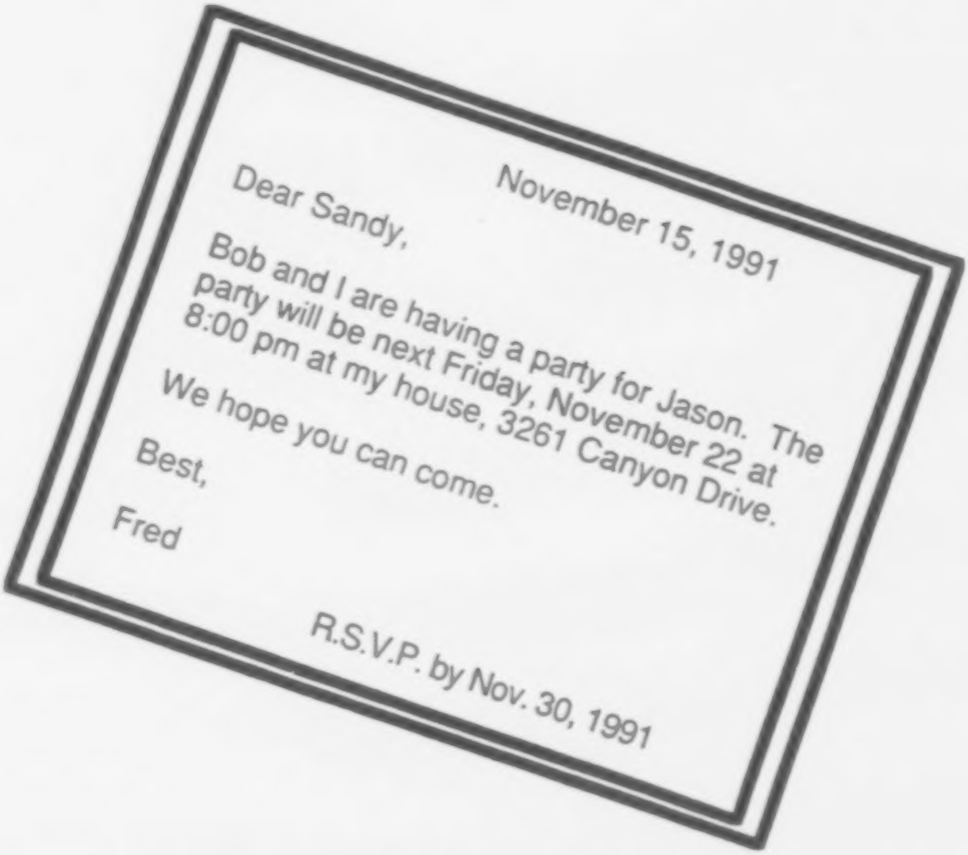
What might need to be done:
Ask how many students have ever received a postcard. Review the format of postcards on the board or on the overhead to accompany the worksheet. Have postcards available to examine. Students use blank picture postcards to practice. They must "contrive" a message that relates to the picture on the front.

How might you vary this activity:
Students can pick a spot in the U.S. and then design and draw their own post cards for that area. Throughout the year have students who have traveled anywhere to send a card back to the school. Discuss concept of "air mail" as an alternative to postcards.

The Invitation

Sometimes we write to announce a special event. We may want to invite people to a party. There are special pieces of information that must be included in an invitation.

- **Why** you are writing.
- **Who** is doing the inviting.
- **What** kind of event it is.
- **When** it is taking place.
- **Where** it is taking place.



November 15, 1991

Dear Sandy,

Bob and I are having a party for Jason. The party will be next Friday, November 22 at 8:00 pm at my house, 3261 Canyon Drive.

We hope you can come.

Best,

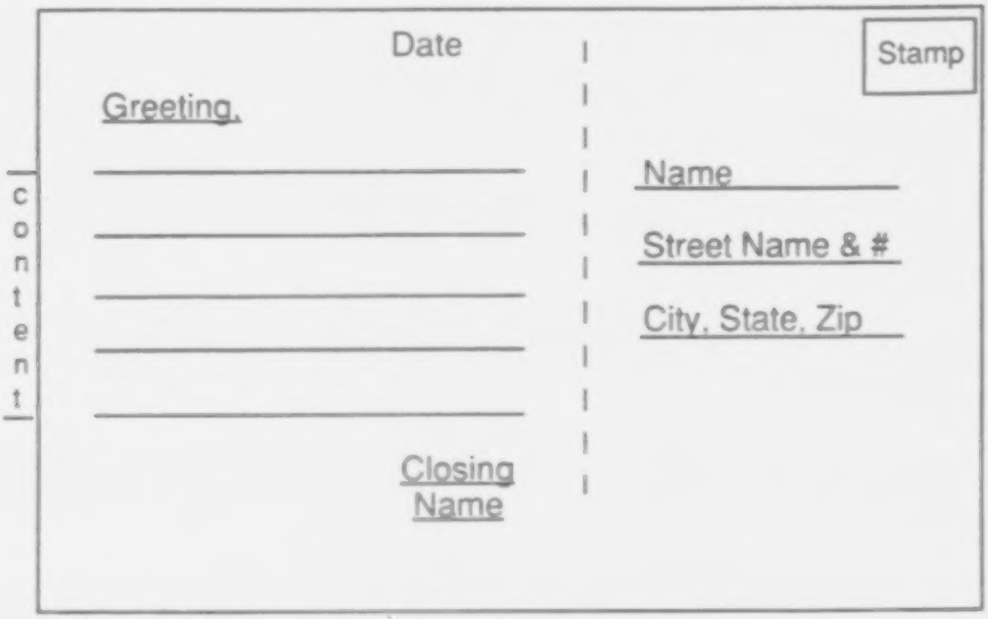
Fred

R.S.V.P. by Nov. 30, 1991

Who: Bob and Fred
What: A surprise party for Jason
When: Next Friday at 8:00 p.m.
Where: Fred's house, 3261 Canyon Drive.

Notice the letters **R.S.V.P.** at the bottom of the letter. **R.S.V.P.** is an abbreviation that means "please answer." (Let us know whether or not you can come.) It is important to respond so that the party-giver is sure to have enough food and drink for everyone.

How's a Postcard Different?


Date
Greeting,
content
Closing
Name
Stamp
Name
Street Name & #
City, State, Zip

The left side is where you write your message.

The right side is where you write the name and address of the person you are sending the postcard to.

Let's Get Literate

I. LIFE SKILLS WRITING

Section Title: Notetaking for Life

Instructional Goals:

A) to develop basic skills in taking phone messages, making lists, writing informational notes and/or constructing simple outlines.

B) to increase students' skills in grouping, categorizing and prioritizing information.

C) to enhance students' awareness of the need for notetaking in everyday life.

Activities in this section:

Writing a Note

Design a Bulletin Board Notice

Who Has To Write?

Encouraging Notetaking

Taking Telephone Messages

Stating Instructions Clearly

Giving Directions

Grouping and Categorizing

Organizing What you Hear

Our Town

Writing a Note (Worksheet page 365)

When you, the teacher, might use this activity:
This could be used anytime as a "quick and easy" activity to increase notetaking skills.

Additional Materials you need to do this activity:
Small pads of paper

What might need to be done:
Students are given a different situation each time they are asked to write a note. The teacher orally presents the situation, allowing students to write their notes on small pads, stressing clear and concise information. When finished, review notes to see if students are covering appropriate components.

How might you vary this activity:
Some students could practice giving vital information on a tape.

Design a Bulletin Board Notice (Worksheet page 366-367)

When you, the teacher, might use this activity:
To help students prioritize information, this is a supplementary activity on writing brief messages using only important information/facts.

What might need to be done:
The teacher might show examples of bulletin board messages from the supermarket, etc. Students create their own. Students bring in old bulletin board notices or want ads from paper. The teachers and students try to gather facts, understand the writer's intent.

How might you vary this activity:
Review the examples in class discussion.
Give a reward to the student who can come up with the best notice.

Who Has to Write? (Worksheet page 368)

When you, the teacher, might use this activity:
To introduce writing as a life-long skill necessary for many types of employment.

What might need to be done:
Divide students into teams, ask them to follow the instructions on the worksheet and brainstorm as many occupations as possible that require writing skills at least 25% of the time on the job. Give a special reward to the team that generates the best list.

Writing a Note

SITUATIONS
(PART I)

1. Tell your sister why you borrowed her sweater.
2. Tell your teacher why you were chewing gum.
3. Tell why you got in a fight at recess.
4. Tell why you were absent yesterday.
5. Tell your teacher why you have to miss school to visit your aunt.
6. Tell a friend what you are bringing to a party.
7. Tell why you can't stay overnight with a friend.
8. Tell why you were tardy for class.
9. Tell your dad why you need an increase in your allowance.
10. Tell why you want to take piano lessons.

SITUATIONS
(PART II)

1. Write a note apologizing for bad behavior.
2. Write a note explaining why you missed school last week.
3. Write a note thanking your neighbor for feeding your dog while you were away.
4. Write a note giving directions to your house.
5. Write a note asking for someone's help.
6. Write a note explaining a change in plans for Saturday afternoon.

Design a Bulletin Board Notice

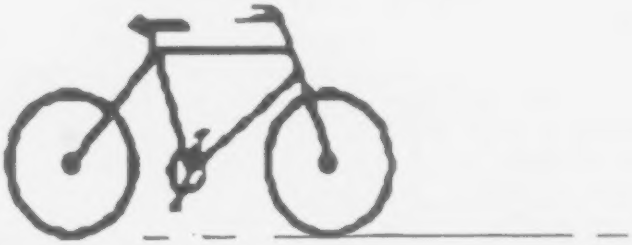
Suppose you want to put up a sign or a notice in a public place. For example, maybe you want to sell something. A good place to put up a notice is on a bulletin board.

A bulletin board notice should be brief. It should give all the important facts in a simple, easy to read way.

A Notice should include:

- **A Heading**
- **Important Facts:** Who, What, When, Where, Why
- **Instructions**: Who people should call or write.

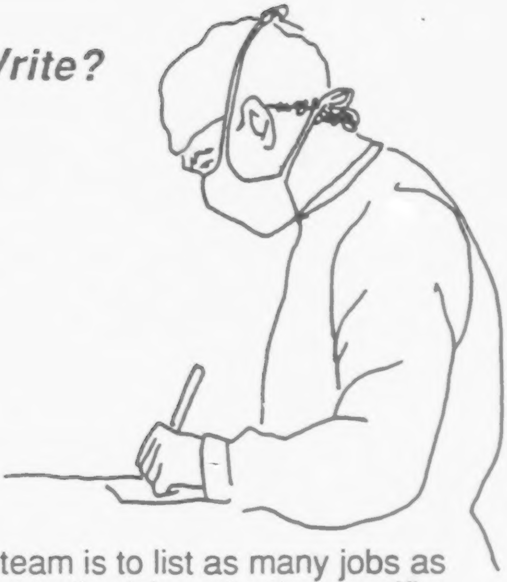
I want to sell my 24 inch Schwinn bicycle called a PeeWee. It comes with training wheels and is in excellent condition. I want to sell it for $25.00. My name is Randy and my phone number is 555-2487.



Design a Bulletin Board Notice

Try it yourself. Write a notice explaining that you are willing to do odd jobs for money.

Who Has To Write?



Look at the drawing to the right.

What job does this man do?

What is this man doing that is part of his job?

Many professions require writing skills. Your team is to list as many jobs as you can think of that require writing skills. Next to the job, write the specific responsibilities that require writing.

Here's the first one:

Job/Occupation	**Writing is needed to:**
surgeon/doctor	fill out patient reports, fill out prescriptions

Encouraging Notetaking

When you, the teacher, might use this activity:
Supplemental activities for notetaking that can be used with "free writing activities."

What might need to be done:
Use any one of these activities as a way to encourage students to write down important information.

A. **CLASS-NOTING BINGO**: Prepare large Bingo grids with the students' names listed in individual boxes. Also, make a set of name cards to be placed in a container and later used in place of the traditional numbered balls in Bingo. Markers or chips can be provided for student use.

Begin by passing out the grids. Tell the students they are going to play "Class-Noting Bingo". Before anyone plays, allow everyone a chance to tell 30 seconds worth of facts about themselves. Tell the students that each one will stand in front of the class and speak while the rest of the class takes notes on what the person says. Notetaking is done in the gridbox with his/her name on it. Give students a minute or two to collect their thoughts. Encourage the students to include facts that perhaps the class doesn't know about them. The teacher should also take notes to verify facts, if necessary, during the game. The traditional "Free Space" can be the one with the student's name in it.

When all have finished their presentations, the teacher draws a name from the container to begin the game. The students volunteer their facts collected about that person. If the student names at least four facts about that player, and anyone has those facts, they may cover the named box. Types of winning cards can be similar to those in Bingo: four corners, diagonal or horizontal lines, etc.

How might you vary this activity:

- The students may be allowed to generate their own game cards by placing the names of their classmates in the boxes of their choice.
- The teacher may collect facts ahead of time (interest survey) from the students and place on grid so students must guess who they describe when the names are called.
- If students show competency with notetaking, extend the lesson with learning symbols they can use, or key phrases that signal important information.

B. **ENCOURAGE COPYING** of songs, poems, interesting words, quotations, T.V. commercials, recipes, assembly instructions and directions.

C. **JOURNAL WRITING** can be used a number of ways. Ask students to take notes and write down interesting thoughts, feelings, sights, events and personal experiences. Allow students to have their own journals to record on a daily basis their ideas, pleasures, disappointments, likes, dislikes, joys, wishes, wants, goals, etc. or make journal writing more factual;

- Write prices of items to be purchased.
- Write the specific tasks involved in performing one of the classroom jobs.
- Keep a diary of food you eat in each food group each day.
- Write a letter to the mayor inviting him/her to visit your school.

Taking Telephone Messages (Worksheet page 371)

When you, the teacher, might use this activity:
To introduce summarization/notetaking skills in a most relevant way.

Additional Materials you need to do this activity:
Small pads of paper.

What might need to be done:
The teacher explains that the ability to take messages in our day to day lives is vitally important to the people around us. One such situation is taking a telephone message. The teacher should model an example of notetaking from a message for students, then have students practice on activity sheet.

Expand beyond the worksheet. Each student could have a small piece of paper such as the kind that would be kept near the telephone. The teacher "calls" on the phone. Use the sample calls provided. Students need to write a legible message to be left for family members. All important facts must be on the message.

Emphasize that if you missed some information don't be afraid to ask callers to repeat themselves. At the same time, teachers could gradually move from two to three repetitions to only one reading in order to gather information about students' memory span/language abilities.

Telephone Messages: (Teacher calls; learner takes down message.)

1. "Hi, this is George. Tell Mom I'm with Frank and I'll be home at 5:00"
2. "Hi. This is Mom. Please tell Dad to take the meat out of the freezer. Thanks. Bye."
3. "Hello. This is Dad. Remind your mom not to open the garage door. The switch is broken. Bye."
4. "Hi. This is Sammy. Tell Helen I'm bringing chips and cookies to the party."
5. "Hello. This is Fred. Tell Sheila I'll pick her up at 7:00"
6. "Hi. This is the Furniture Outlet. We have the sofa your mother ordered. Have her call and give us a delivery time."
7. "Hello, this is Burger Haven. Tell Bob that he is scheduled to work at 4:00 p.m. Thanks"

How might you vary this activity:
Make a few "phone" messages on tape. Let students hear each message only once to build skills in gathering and writing messages.

Taking Telephone Messages

It is important to take good telephone messages for others as they are often important and personal. It is up to you to provide the other person with a clear message of the call and to make sure you relay all the facts and information.

Here's a situation that needs a message:

Your mother's boss called while she was in the bathroom. The boss wants your mom to know that the 7 a.m. meeting for tomorrow has been canceled, but that she's to bring all the accounts in anyway. She's to call him if she has questions.

Write up the message for Mom.

Telephone Messages

Stating Instructions Clearly

When you, the teacher, might use this activity:
An important life skill is knowing how to give written instructions or directions.

Students will often need to give written instructions or directions to somewhere. The instructions should be simple, clear and written down in the right order so that the person reading can follow them easily.

Additional Materials you need to do this activity:
Peanut butter and jelly, bread, knife, paper napkins/towels.

What might need to be done:
The teacher brings in peanut butter and jelly, knife, bread. Ask students to give you directions for making a peanut butter and jelly sandwich. Be literal - when they say put peanut butter on bread - remove peanut butter with hand, etc. Be sure to emphasize that both spoken and written directions must be clear and concise.

How might you vary this activity:
Ask students to explain tying a shoelace, sharpening a pencil, etc. Write down the instructions as they are volunteered so that students can visually see the sequence of steps. Ask students to create a flow-chart to represent the sequence to be followed.

Giving Directions (Worksheet page 373)

When you, the teacher, might use this activity:
This activity integrates skills in following directions with directionality abilities - an informal evaluation tool as well as an instructional activity.

What might need to be done:
Teacher gives copy of the map to students. Students will trace with pen the directions given. When finished, ask students where their pens are. Discuss how good or bad the written directions were.

How might you vary this activity:
Now, students write directions to a distant place in the school. (Don't put down final location.) Pair up with a partner and see if the other gets to the proper location.

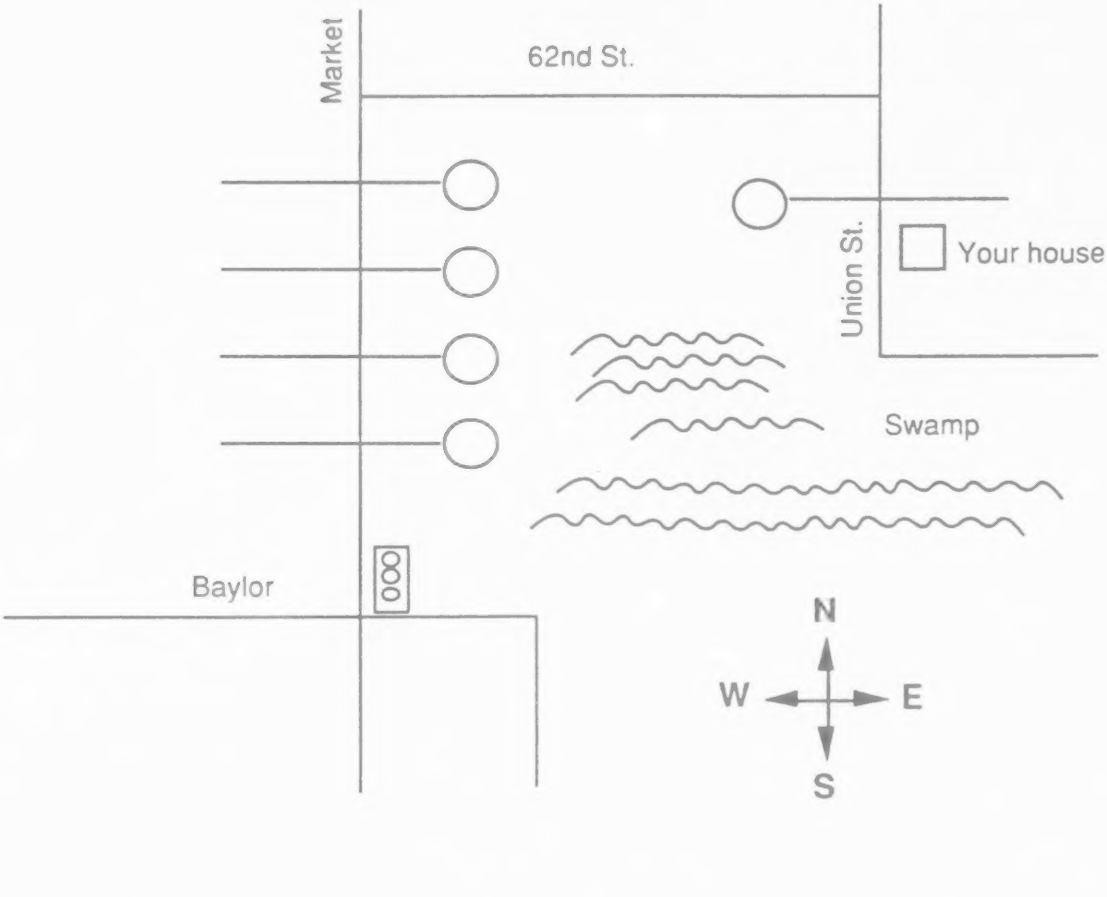
Giving Directions

In order to help someone get from one place to another, clear and simple directions are a must.

Information that helps a person get to where he is going without making any wrong turns includes street names, landmarks and approximate distances. You'll often want to draw a map to assist someone in following your directions.

Let's pretend that to get from your house to the library, you take Union two blocks north to 62nd St. Turn left and follow 62nd until you can go no further (this will be Market Ave.). Turn left again, and travel five blocks until you reach a stop light (Baylor Blvd.). Make a right turn on Baylor for one block and you will be at the library. The address is 1919 Baylor Blvd.

Track your route on this map. Show where you think the library is.



Grouping and Categorizing (Worksheet page 375)

When you, the teacher, might use this activity:
Outlining can help organize information by listing important facts. This activity introduces grouping and categorizing information in a divergent way.

What might need to be done:
The teacher begins a discussion about students grocery shopping with parents. How do parents know what to buy? Expand upon that background experience to invite students to make their own grocery list. Compare lists when done.

How might you vary this activity:

1. Do in small group or partners.
2. Advance students can jot down prices when shopping with parents over the course of a week or two and determine the family food budget.
3. Younger children could have a favorite dish - then they put names of ingredients under the proper heading.

Organizing What You Hear (Worksheet page 376)

When you, the teacher, might use this activity:
Use on a proactive activity to enhance outlining skills, to enhance listening for detailed information.

What might need to be done:
Let guest speaker know some students will be jotting down notes. Students will need to review the worksheet to become acquainted with the categories of information they'll be looking for. Have students jot down information as it's presented.

How might you vary this activity:
The talk could be taped and then short sections at a time could be played to practice their notetaking skills.

Our Town (Worksheet page 377)

When you, the teacher, might use this activity:
To be used as a culminating activity for notetaking, integrating skills in both the categorization and prioritization of information.

What might need to be done:
Introduce students to advertisements, brochures and pamphlets that state important information in a brief and concise manner. Students are to follow the directions on the worksheet in making their own neighborhood brochure.

Additional Materials you need to do this activity:
Construction paper, markers, crayons and other art supplies

How might you vary this activity:
Have students' work available in your schools' "publishing" center. See if local Chamber of Commerce would display students' work at their office.

Grouping and Categorizing

My Grocery List

Directions: Following the move to your first apartment, you realize that your shelves and refrigerator are empty. Prepare a grocery list to fill your empty shelves. Keep in mind that you have offered to cook Sunday dinner for your family. You need to plan your meals for the week.

- FRUITS AND VEGETABLES
  1.
  2.
  3.
  4.
  5.
- CANNED GOODS
  1.
  2.
  3.
  4.
  5.
- MEATS
  Fowl
  1.
  2.
  Beef
  1.
  2.
  Pork
  1.
  2.
  Fish
  1.
  2.
- FROZEN FOODS
  1.
  2.
  3.
  4.
  5.
- PAPER PRODUCTS
  1.
  2.
  3.
  4.
- DAIRY PRODUCTS
  1.
  2.
  3.
  4.
  5.
- BREADS
  1.
  2
  3.
  4.
- OTHER NECESSITIES
  1.
  2.
  3.
  4.
  5.
  6.

Organizing What You Hear

Directions: When listening to a guest speaker, use the following form.

Guest Speaker: ____

Job Title: ____

1. Responsibilities
   A.
   B.
2. Qualifications
   A.
   B.
3. Why he/she chose this job
   A.
   B.
4. Training
   A.
   B.
5. Tools - Uniforms
   A.
   B.
6. Other jobs the speaker could do with these skills
   A.
   B.
7. Likes
   A.
   B.
8. Dislikes
   A.
   B.
9. Recommendations
   A.
   B.

Additional Comments:

Our Town

MAKE A PAMPHLET TO ADVERTISE YOUR CITY/TOWN!

1. Draw an interesting cover. Make it colorful.
2. Make a map of your city.
3. Describe your city;
    - What's the population of your city?
    - Who's the mayor?
    - What's the weather like?
    - Explain where people can go for recreation (parks, amusement parks, beaches, sailing, skiing, etc.)
    - What types of entertainment are there?
    - What are the names of the colleges in your city?
4. Tell about any professional teams.
5. Make illustrations to go with you pamphlet.
6. Present your brochure to the class.

Let's Get Literate

I. LIFE SKILLS WRITING

Section Title: Student Information Forms

Instructional Goal:

To increase students' skills in independently filling out their own student information forms and personal inventory surveys.

Activities:

School Cards

Do you know what to write?

School Cards (Worksheet page 381)

When you, the teacher, might use this activity:
As a preview activity on filling in forms, use at beginning of school year. This activity can then be used again at the end of the year as a "post test" to see what improvement students have made in knowing important information.

What might need to be done:
Read through each line for students having trouble reading. Practice filling out a blank form (overhead or board demonstration) with the whole class.

Do you know what to write? (Worksheets pages 382-384)

When you, the teacher, might use this activity:
To acquaint students with the need for writing skills in getting a job and keeping it.

What might need to be done:
Use the following forms after introducing "words to know" (i.e., zip code, weight, interests, etc.). The teacher could explain that throughout students' lives, they will be required to fill out forms. Forms often have a certain vocabulary that is used. Review an example of a form as a group. Then have students complete one on their own.

How might you vary this activity:
Make a set of flash cards with important words on them. Students practice reading, saying and giving the meaning of the words.

School Cards

Today's Date: ______________________________
(month) (day) (year)

Name: ______________________________
Address: ______________________________
City: ______________ State: ________ Zip Code: ________
Telephone Number: ______________________________
Parents' or Guardians' Names:
Mother: ______________________________
Father: ______________________________
Parents' or Guardians' Work Telephone Numbers:
Mother: ______________________________
Father: ______________________________
Name and phone number of Person to Call in Case of Emergency:
____
Date of Birth: ______________________________
(month) (day) (year)
Name of School: ______________________________

Do You Know What To Write?

APPLICATION INFORMATION

An application is a form you fill out when you apply for a job. Circle the information below that is needed to fill out an application form.

Below, copy the words you've circled and provide that information about yourself.

Last movie you watched
Drivers' license number
Salary expected
Social Security Number
Shoe size
Position desired
Last job
Doctor's name
Height and weight
three references
Address
training and skills
Emergency phone number
Hair color
Education
Supervisor's name
Dates you attended school
Favorite ice cream
Pet's name

Do You Know What To Write?

A Résumé

Employers often want to see a person's résumé before hiring them.

Print Neatly.

Name: ______________________________
Street: ______________________________
City, State, Zip ______________________________
Area code, Phone number ______________________________

Past Experience

____
____
____

Educational Background

School I attend ______________________________
Grade I am in ______________________________
Other schools I have attended ______________________________
____

Personal Information

Age ________ Birthdate: ______________
Place of Birth: City ______________ State: ______________
Height: ______________ Weight: ______________
Health: ______________________ (Excellent, good or poor)
Hobbies and Interests: ______________________________
Skills: ______________________________
____

Do You Know What To Write?

Job Application

Please print. Date ____________

Name: ____

Address: ____

Telephone: ______________ SS# ________________________

I miss school (circle one): Seldom About average Often

What job are you applying for? __________________________

What responsibilities do you think are involved in this job?

____

List chores you do at home. (1) _________________________

(2) ____________ (3) ____________ (4) ____________

My hobbies and interests are ____________________________

____

What jobs have you held in the past? _____________________

____

Have you ever lost or quit a job? Yes _____ No _____

If you answered yes, explain why you lost or quit the job.

____

____

____

Signature

Let's Get Literate

III. LIFE SKILLS MATH

Skills in mathematics are fundamental to independent adult living. This chapter is designed to expand student awareness of the importance of mathematics skills in setting and reaching real-life goals.

This chapter is composed of five sections:

General Math Concepts

- The Purpose of Numbers
- Vocabulary for Math
- Why Take More Math?
- Let's Guess

Daily Living Expenses and Money Management

- Teacher Preface
- Money Manipulation
- Tapping into Money
- A Fun Experiment
- What's Your Guess
- The Secret System Strategy
- How Did You Spend . . .
- Divide and Decide
- Goods and Services
- Can We Afford to Eat Out?
- The Buying Game
- This is Real Life!
- Planning Ahead

Banking and Investing in the Future

- Why Should I Save?
- Learning About Checkbooks
- Saving for What you Want
- Wall Street
- Money Business

Let's Get Literate

III. LIFE SKILLS MATH

Comparison Shopping

- Hunt and Find
- Figure the Percent
- Creative Couponing
- Let's Go Shopping
- Come to a Pizza Party
- Classified Advertising
- Riding High
- Shopping by Mail
- Let's Pretend

Measurement

- Teacher Preface
- Control Your Own Time
- Following a Recipe
- Measurement Worksheets
- Now I'm the Cook

Let's Get Literate

III. LIFE SKILLS MATH

Teacher Preface

- It is important to demystify math and numbers through real life math skills.

- Most students love games and puzzles. It is helpful to connect the games and puzzles played at home and school with real life math skills and story problems.

- Have the child touch each object as it is counted. Arrange the objects in various positions - in lines, in rows, in circles, and randomly. This will assist the child's understanding of numbers.

- Practice estimation with your students. "How many marbles do you think are in the jar?" "Who is taller, your father or mother?" "Which is wider, the door or the table?"

- Understanding of measurement is essential. You can help children with concepts related to length by making comparisons while walking, observing people, looking at rooms in the house, playing games. Help children practice measuring things that are longer than the measuring instrument - such as a yardstick. Include measurements that involve fractions other than one-half. Make a floor plan of your classroom with your students' help. Have a volunteer take the measurements with the yardstick while another student writes down the measurements.

- Check to be sure all students know the days of the week and the months of the year in sequence. Work with concepts like "last month," "next month."

- Discuss time with students rather than "telling time." For example: "Let's pretend it takes your mother 45 minutes to get to work. When should she leave the house to get to the office by 9:00? If the walk to school takes 15 minutes each way, then how many hours do you walk per week? Month? School year?

- Age is another measurement. Ask how old the child is in months . . . weeks . . . days . . . hours . . . minutes.

- Attend to quantity as a measurement. Ask practical questions like "If you are on a car trip of 200 miles and your car gets 20 miles to the gallon, how many gallons of gas will it take to complete the trip?" If you pay $1.10 per gallon for the gas, how much will it cost for the 200 mile trip?

- Take students to the grocery store and have them predict the cost. Tell them you will be using a $20 bill for the groceries and have them figure your change.

- Work with distance concepts. "If you walk 30 minutes per mile, how many miles per week? Month? School year?"

- Help your students to see the value of predicting and estimating when problem solving. It's not always necessary to calculate the correct answer.

Let's Get Literate

III. LIFE SKILLS MATH

Section Title: General Math Concepts

Instructional Goals:

A) to introduce students to the language of mathematics;

B) to reinforce the belief that mathematics is a fundamental learning tool necessary for successful adult living.

Activities:

The Purpose of Numbers

Why Take More Math?

Vocabulary for Math

Let's Guess

The Purpose of Numbers

When you, the teacher, might use this activity:
To introduce how broadly math concepts are used in everyday life.

Additional Materials you need to do this activity:
Newspapers

What might need to be done:

1. Divide the class into small groups. Give each group a section of the newspaper.

2. Have students cut out advertisements, articles, and headlines that contain numbers.

3. Discuss and write out the variety of ways in which numbers are used.
   Examples:
   Sports statistics
   Surveys/polls
   Ages of people in the news
   Advertisements
   Financial news
   Lottery numbers
   Temperature/weather reports
   Recipes
   Telephone numbers/classified ads
   Travel schedules
   Radio/Television programming

   Discuss how students use numbers in school, in leisure time and at home.

   Discuss how parents use numbers in everyday work, in leisure time and at home.

4. Ask students to make a small group collage of their clippings of number usage in newspapers. On the collage, ask students to number the different ways in which quantitative writing was used.

How might you vary this activity:

1. Divide into teams and give each team a different newspaper. Each team makes its own collage and then shares its findings. The group will then observe likenesses and differences in number writing and meaning.

2. Students can discuss and research careers in which use of numbers is necessary.

3. Visiting a local newspaper office and interviewing the personnel there can be most beneficial for students. Inviting a resource person from a newspaper staff to discuss math skills necessary in the field of communications can help students see the relevance of what they are learning in school.

Why Take More Math? (Worksheet page 394)

When you, the teacher, might use this activity:
As a way of opening discussion when working with reluctant learners or with students who "hate math."

What might need to be done:
The teacher needs to open discussion of math anxieties and fears, allowing students to express themselves. Then the teacher distributes worksheet, expanding ideas where necessary. Try to "hook" into their thinking rather than give straight black and white answers. Acknowledge the negative kind of thinking and try to incorporate.

Revised from Title IX Line, Winter 1986, Center for Sex Equity in Schools, University of Michigan, School of Education, Ann Arbor.

Vocabulary for Math (Worksheets pages 395-397)

When you, the teacher, might use this activity:
To introduce the language of math and quantitative thinking that must be learned before it can be understood.

What might need to be done:
This vocabulary list will be helpful in teaching basic math concepts for future life skills. Teach only those vocabulary words you actually will use in a concept or application. Reinforce vocabulary based on information already learned. Options include:

- The teacher provides the definition, students select the correct word from their list. The teacher then provides the word, students must generate an acceptable definition.

- Divide students into teams: Play 20 questions. Play charades. Categories are (a) time (b) money (c) measurement. A member of each team comes to the front of the class and faces their team with their backs to the board. The teacher is behind these selected team members and is writing on the board a vocabulary word. Everyone can see the word except the selected team member. In an organized fashion, each team has a chance to reveal a clue about the vocabulary word. Whoever of the youngsters at the front of the room correctly guesses the vocabulary word first receives points. Each team benefits from each other's clues. No more than 10 clues are given. Each team gets the number of points that correspond to the number of trials it took to get the correct answer. Example: Team I gets answer in seven clues - that team gets seven points. Lowest score wins!

- Put all definitions or vocabulary words on cards in big bucket. Each student pulls out five to ten cards and is responsible for those specific answers. Come together the next day to share and review the test. All answers are presented orally and everyone learns!

Why Take More Math??

If you think you have reasons why you should not take more math classes, think again!

YOU say . . .	Consider the reality that . . .
I don't like math.	Math is important in all areas of work.
I don't do well in math.	Most people, even those who go into math-related careers, were not straight-A students in math.
It'll hurt my grade average.	A well-rounded preparation is more important than your grade average. Not taking math will close the door to many careers.
I don't like the teacher.	We all have our preference in teachers. If you don't understand her/his explanation, form a study group to work with you.
I'm not going to need it anyway.	The average student in school today will work for over twenty years, whether male or female. You'll lose out on higher pay if you don't have a math background.
It's boring.	One of the chief reasons students find math boring is that they lack confidence in their abilities. You seem to be able to do it, now you have to convince yourself that you can do it.
My mother/ sister/friend didn't need math.	Not everybody uses a lot of math, but more people are needing more math to do their work. You'll increase your chances of having more job opportunities if you stay in math.
I feel dumb in math class.	It's awful to feel dumb. Find ways to help yourself feel more confident. Form a study group or ask for some extra help.
I don't want to be a nuclear physicist or anything like that.	Many careers require a math background, and career opportunities will be increased by taking more math classes.

Vocabulary for Math

Time

after
eighth
first
hourglass
stopwatch
pendulum
metronome
second
sixth
third
before
fifth
fourth
sundial
clock
watch
ninth
seventh
tenth

Measurement

height
highest
largest
longer
low
matching
yardstick
yard
ounce
quart
shape
shortest
smaller
taller
weight
meter
pound
scale
higher
larger
length
longest
lowest
measure
ruler
foot
mile
pint
shorter
size
smallest
tallest
inch
liter
gallon
speedometer

Concepts

as many as
between
closed
different
add-addition
multiply (times)
difference
numerator
thermometer
complete
left
more
number
open
pair
right
same
series
top

base line
bottom
corner
down
subtract (take away)
divide (division)
sum
denominator
high
inside
member
weathervane
numeral
outside
path
round
select
degree
up

Money

bill
coin
check
wallet
paycheck
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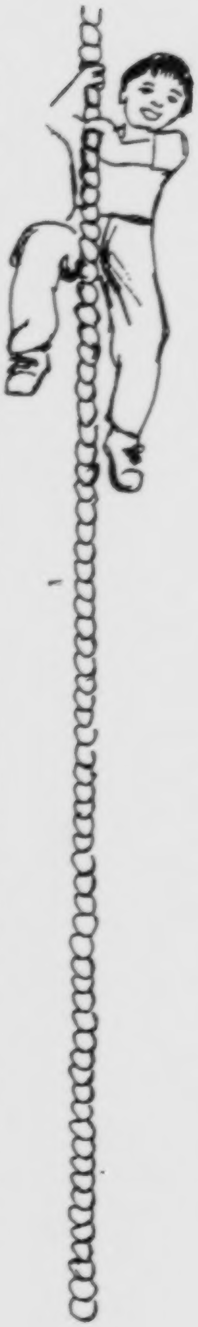
safe
bankbook
receipt
combination
calculator



Order

above
count
empty set
five
last
nine
order
set
six
three
zero
below
eight
fewer
four
nearer to
one
pattern
seven
ten
two

Let's Guess

When you, the teacher, might use this activity:
To help students recognize that numerical concepts can be fun and something to "play" with.

What might need to be done:
This is a guessing game in which common numbers and phrases are used. Simply write the line, as shown, on a chalkboard or an overhead. Students fill in the missing words with the help of the words' initial. You may want to give a category as a hint to some students (e.g., sports, music, games).

For Students	Answer
26 L in the A	26 Letters in the Alphabet
7 W of the W	7 Wonders of the World
12 S of the Z	12 Signs of the Zodiac
54 C in a D with the J	54 Cards in a Deck with the Jokers
9 P in the SS	9 Planets in the Solar System
88 PK	88 Piano Keys
13 S on the AF	13 Stripes on the American Flag
32 DF at which WF	32 Degrees Fahrenheit at which Water Freezes
18 H on a GC	18 Holes on a Golf Course
90 D in a RA	90 Degrees in a Right Angle
8 S on a SS	8 Sides on a Stop Sign
3 BM (SHTR)	3 Blind Mice (See How They Run)
4 Q in a G	4 Quarts in a Gallon
24 H in a D	24 Hours in a Day
1 W on a U	1 Wheel on a Unicycle
5 D in a ZC	5 Digits in a Zip Code
57 HV	57 Heinz Variety
11 P on a FT	11 Players on a Football Team
a P is W 1000 W	A Picture is Worth 1000 Words
29 D in F in a LY	29 Days in February in a Leap Year
64 S on a C	64 Square on a Checkerboard

How might you vary this activity:
Have students make up their own and present to class.

Let's Get Literate

III. LIFE SKILLS MATH

Section Title: Daily Living Expenses and Money Management

Instructional Goals:

A) to introduce students to a broad overview of money management;

B) to enhance students' abilities to compute monetary values;

C) to enhance students' problem-solving skills.

Activities:

Teacher Preface
Tapping into Money
What's Your Guess?
How Did You Spend . . .
Goods and Services
The Buying Game
Planning Ahead
Money Manipulation
A Fun Experiment
The Secret System Strategy
Divide and Decide
Can We Afford to Eat Out?
This is Real Life!

Teacher Preface

Sequence of skills when teaching money management:
Some informal diagnostic work should be done before initiating instruction on the value of money. Get out the REAL $$ and spread money out on a table. Work with a small group to find out what the students already know.

Students can be asked:

1. What's the value of a half dollar?
2. Who can name the coin for 25¢?
3. Who can make 25¢ with one coin? three coins? five coins? nine coins?
4. Which is more?
   Which is less?
5. Who can make 27¢? 43¢? $1.05?
6. Show me how many pennies are in this. (nickel)
7. Show me how many nickels are in this. (quarter)
8. Show me two ways to make 11¢.
9. Please give me this much money. (Show money cards.)
10. Count how much money I am giving you. (one nickel, three pennies).
11. Give me 26¢, please.
12. Count the pennies. Show me another way to make this much money.
13. Show me the three different ways to make 10¢.
14. If something costs a nickel and I give you a dime, show me how much money you would return to me.
15. If one toy costs 3¢ and another toy costs 8¢, show me how much money you need to give me for both toys.

At the end of this chapter, students should be able to:

1. Identify coins and bills less than or equal to $10 in value.
2. Count money in coin and bill denominations with sums less than or equal to $5.
3. Make correct change from both bills and coins for amounts less than or equal to $5.
4. Identify prices on labels and tags of merchandise.
5. Choose the most economical buy among like items of a similar quality.
6. Identify purchases as necessities or luxuries in the area of food, clothing, housing, and transportation.
7. Determine amount of money saved when buying sale items.
8. Compare prices of an item in three stores.

The teacher must provide the transition between the oral description and the written description of money. Put the written symbols alongside the money. Ask students to attempt to write out on paper the number problem that is meant by problems like "a quarter minus a dime".

Depending upon the students' ages and readiness, activities can be extended to include different dollar values and different methods of writing money figures.

Tapping into Money

When you, the teacher, might use this activity:
To enhance students' ability to count money independently through the use of a concrete tapping method; teaching students to count coins by 5's up to $1.00, teaching students to count by 25's up to at least $1.

Additional Materials you need to do this activity:
Bag of coin money, teacher-made money sheets

What might need to be done:
Steps in the process are:

1. Give the student a piece of paper with a money amount written on it.
2. Have the student locate the coins needed and place them on the desk, arranged in size order.
3. Have the student count the money using the tapping method.
4. Check the student for accuracy.

Count money by the largest coin size:

1. Teach the student to count by 5's up to $1.
2. Teach the student to count by 25's up to at least $1.
3. Teach the student to tap once for a nickel and say "5."
4. Teach the student to tap twice for a dime and say "5, 10."
5. Teach the student to tap once for a quarter and say "25."
6. Teach the student to tap twice for a half dollar and say "25,50."

Drill as much as is needed. Work toward a mixture of half dollars, quarters, dimes, nickels, and pennies.

Once the student has mastered this, the teacher should discuss with the student efficient coin combinations such as using two dimes and one nickel if you don't have a quarter or using a dime instead of two nickels.

How might you vary this activity:
Review the examples in class discussion.
Give a reward to the student who can come up with the most.

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What's Your Guess?

When you, the teacher, might use this activity:
To introduce students to awareness of sticker items, to gauge student needs for instruction in money management.

What might need to be done:
The teacher has available newspaper ads of objects that the students use, i.e., food, candy, gum, toys, skates, skis, sports equipment, age appropriate clothes, videos, computer discs, cars, and household items.

The teacher divides the class into teams. He/she then selects an ad and describes it by reading directly from the ad. If he/she can show the picture of the item without revealing the price, do so.

Each team agrees upon a price for the item, and writes it on a small blank piece of paper, folds it, and a member of each team submits the estimate to the teacher.

Points are given to the team that comes the closest to the actual price which is printed in the ad. Bonus points are given for estimating the exact price, and no points are given if a team does not come reasonably close.

How Did You Spend . . .

When you, the teacher, might use this activity:
When dealing with topics related to buying power, help students see that while they have many choices when they make a purchase, those choices are often limited by such factors as amount of money to spend, availability of items, etc.

Additional Materials you need to do this activity:
3 x 5 cards with pictures of purchasable items under $10

What might need to be done:
Give each student $10 to spend. Total purchases for each student may not exceed $10. Money may be saved as well as spent.

Arrange many 3 x 5 cards with pictures of purchasable items on a table. Since there may be only one of each item, allow students to write down their choices on a half sheet of paper so that more than one can choose to purchase a particular item.

When students have made choices about how to use their money, have the class return to their seats. Let them discuss their choices. List them on the chalkboard. Note similarities and differences in choices, and discuss possible reasons for this. Discuss the following:

1. Did you have difficulty in deciding how to use your money? Why or why not?
2. Did you choose to spend all your money? If not, what else did you do with it? Tell why you chose to use your money as you did.
3. What are some things which helped you decide how to use (spend OR save) your money? Did you buy some things which were purely "wants" or did you choose those things you think you NEED.
4. Could you buy everything you wanted? Why or why not? If something you wanted cost more than you had to spend, what could you do about it?

How might you vary this activity:
Follow this activity with the Value Auction activity to be found in the Self-Awareness Unit.

Each student can write down or draw and design all the items that would be important to him/her in the "perfect" room of his/her own. Students then look in the magazines and catalogs and copy down the cost of the items that they choose to purchase for their room. Which are "wants" versus "needs"?

Goods and Services

When you, the teacher, might use this activity:
To expand the introduction to money-management, placing the use of money into a larger context.

What might need to be done:

Activity 1:

Help students review their basic needs. List a few on the chalkboard. Include food, shelter, clothing. Have them suggest some wants, such as toys, T.V., entertainment.

What fulfills our wants and needs? (Goods and services.)

Goods are things, items, or objects that we can see and touch.

Services are actions that someone does for us; services may be work that people perform, assistance they give, knowledge they impart. We buy both goods and services to fulfill our needs.

How do we get these goods and services? Student responses should include:

- Some are free or gifts - air, food, shelter.
- From our parents when we are young.
- Some services we do for ourselves, clean our rooms, etc.
- Most of the goods we have to buy with money!

Stress the idea that people are consumers of both goods and services.

Adapt the "Category" game concept introduced in the Career Awareness Unit to "Goods" and "Services" or choose a career cluster and name "Goods" and "Services" from those careers.

Activity 2:

Show the class several pairs of picture, such as a house and a T.V. set, illustrating different monetary values and ask, "Which one costs the most?" Explain that there is a difference in the value of goods and services. Discuss why one good costs more than another, i.e., the cost of production is more, it is in shorter supply, the skill it took to make it is more difficult, rarer. If there is an over-supply, the good is cheaper.

Ask for examples of two services, one of which is more valuable than the other. Discuss why one service costs more than another: dental work is more expensive than yard work. Why?

Divide the class into small groups. Have each group make a poster representing goods or services showing six items of descending value. Have students find pictures in magazines, cut them out, and paste them on poster board in descending order of value. They may use a marker and put a price tag on each if they wish.

Before they paste, teacher should confirm the order they have chosen for the items. When posters are finished have each group display its work and lead the class discussion.

Ask if an item has the same value for everybody. Does a small pair of shoes have any value to a person with big feet? Does a rattle have any value to a second grader? Does a set of golf clubs have as much value to a second grader as to his father?

Additional Materials you need to do this activity:
One set of magazine pictures of a house, car, T.V. set, wristwatch, a good toy, an apple
Six small posterboards (approximately 12" x 18")
Old magazines
Marking pens
Scissors
Paste

The Buying Game

When you, the teacher, might use this activity:
To teach the fundamentals of buying and selling.

Additional Materials you need to do this activity:
Teacher made pictographic card set, goods (12 - 15 items), i.e., bike, radio, book, football.
Teacher made pictographic card set, services (12 - 15 items), i.e., plumber, piano lessons, dry cleaners, household help.
Play dollar money (option: play coins)
Two tables - sign "Goods" on one, "Services" on the other
Two boxes to use as cash registers

What might need to be done:
Count out different combinations of bills to total $50 for half the students in the class. (Half of the students will be "buyers" in this activity and each will need $50.) Divide the remaining bills between the two "cash registers" for the "sellers" to use in making change. (Use predominantly $1 and $5 bills for sellers.)

Place the two tables so students can use them easily. Have the "Goods" sign on one table and the "Services" sign on the other.

Ask students what would happen if they had only a dollar bill and wanted to buy a 10¢ apple. Would they have to pay the whole dollar for the apple? Would the seller refuse to take the dollar? What happens? Encourage students to explain that you give the seller the dollar and he gives you the apple and some 'change'. What is change? (The difference between the price of a particular item and the amount of money you give the seller to pay for that item.)

Encourage a discussion on buying and selling, how goods and services are paid for, how change is made. The teacher should emphasize that this activity will involve only dollar amounts, or he/she should be prepared to expand the activity to include coins.

Divide the class into four working groups: 1) sellers of services, 2) sellers of goods, 3) buyers of services, 4) buyers of goods.

Go through the card sets mixing up goods and services. As students identify a good or a service, put the card on the appropriate table. Spread them out so all can be clearly seen.

Allow the children to come to the tables in pairs - one seller and one buyer. Have the buyer make his/her selection and decide which bills will be needed to pay for it. Have the seller make the correct change for the purchase. (Point out that this is a game. The prices on the goods and services might not be what would actually be charged.)

Regroup, with all the sellers becoming buyers and the buyers becoming sellers. If time permits, let each student have two more turns so that s/he may buy and sell both goods and services.

Planning Ahead (Worksheet page 408)

When you, the teacher, might use this activity:
To assist children in realistically assessing daily living expenses.

What might need to be done:
Talk with students about some of their families' expenses (food; clothing; utilities like gas, electricity, water, garbage disposal, telephone service, etc.). As they suggest expenses, list their ideas on the chalkboard. Ask the students if they can think of any special expenses that come along (e.g., Christmas, birthdays, the opening of school, unexpected medical expenses, etc.). List their ideas on the chalkboard.

Explain that sometimes we can pay for expenses in cash, as we buy the goods, (i.e., food). Some expenses, however, are not paid that way (electricity, gas) and may be paid for in a variety of ways (credit cards, checks, cash). We often receive a "bill" for goods or services for which we have not yet paid. Explain a "bill".

Refer to the list of expenses on the chalkboard. Ask students to classify these expenses according to whether they are "Monthly" (regular) bills, or "Now-and-Then" (occasional) bills. Answers may differ, according to the particular kinds of expenses each child's family incurs.

When students understand the difference between a monthly bill and a now-and-then bill, distribute the worksheet and have each child complete it individually. Collect worksheets and save to redistribute again.

How might you vary this activity:
Review typical family expenses. Point out that the expenses or "bills" each family has are a result of certain needs and wants of family members. In addition to those things every family members uses (utilities, food, etc.), there are items which are used by individual family members. (You may wish to emphasize that the satisfaction of individual as well as family needs and wants often depends on the amount of money or credit available to the family.)

Have children list several items which SPECIFIC INDIVIDUALS in their families use (and which would incur expense). Make lists for mom, dad, sister, brother, self on the chalkboard. Add a list for "Family" expenses also. Distribute worksheet again. Ask students to designate which family member would require which items and which items are the family's as a whole.

Then discuss all items that go into determining the amount of student's allowance. Assign an amount to be earned by each student each week. Let each of them work out a working budget that includes their essential weekly expenses, distinguishing between "needs" items and "wants" items.

Each student can write down or draw and design all the items that would be important to him/her in the "perfect" room of his/her own. Students then look in the magazines and catalogs and copy down the cost of the items that they choose to purchase for their room. Which are "wants" versus "needs"?

Planning Ahead

BILLS, BILLS, BILLS!

Read the list of bills. In the blank next to the bill write "M" if it is a "Monthly Bill". Write "N" if it is a "Now and Then Bill".

________ 1. telephone

________ 2. refrigerator

________ 3. dentist bill

________ 4. television

________ 5. food

________ 6. car repairs

________ 7. newspaper

________ 8. shirt

________ 9. bicycle

________10. trash

________11. gas

________12. electricity

________13. school supplies

________14. rent or house payment

________15. gift for Grandma's birthday

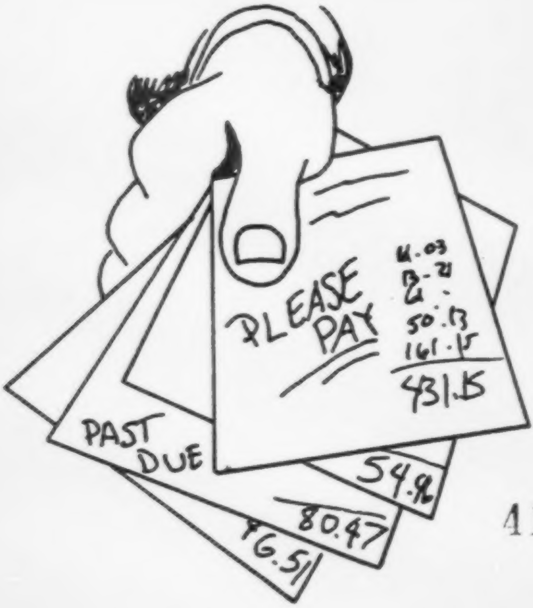
________16. insurance

________17. field trips

________18. video rental

________19. water and sewage

________20. tickets to Ice Capades


PLEASE PAY
50.13
161.15
431.15
PAST DUE
54.92
80.47
76.51

Money Manipulation (Worksheets pages 410-416)

When you, the teacher, might use this activity:
The attached examples of worksheets are designed to reinforce money math skills and provide ideas and suggestions for teachers who wish to develop their own worksheets to meet the specific levels of their students.

What might need to be done:
It is best to sequence instruction so that simple computation is closely followed by application. Teaching methods should be varied for different learning styles; i.e., color-coding, oral recitation, sequencing, mnemonic devices, etc.

When working with estimation, follow the rule:
a value of five moves the number up to the next ten.

A Fun Experiment

When you, the teacher, might use this activity:
To emphasize that the obvious dollar value may not be the wisest choice.

What might need to be done:
Ask your students "Who will work for me every day for one month, eight hours a day, at hard manual labor?"

"I will pay you $500 for a month's work or I'll pay you a dollar a day to be doubled each day. Which wage will you choose?"

Then ask students to take out their calculator and work out the two comparisons.
1st day = $1
2nd day = $2
3rd day = $4
4th day = $8
5th day = $16

Keep going through 30 days and be prepared for a surprise.

Money Manipulation

Estimating ¢

Estimate the cents.

$.76 'round' .80
+.34 'round' .30
$1.10 estimate

Try it.

1. $.54 +.36
2. $.73 +.09
3. $.88 +.35
4. $.65 +.47
5. $.54 +.19
6. $.66 +.48
7. $.53 +.37
8. $.43 +.25

Estimating $

Estimate the cents.

$3.48 'round to' 3.00
-1.88 'round to' -2.00
$1.00 estimate

Remember the dollar sign and decimal point.
Try it.

1. $3.88 -2.98
2. $4.19 -2.87
3. $12.97 -5.59
4. $8.29 -4.88
5. $5.60 -2.99
6. $6.75 -3.25
7. $4.88 -2.79
8. $3.09 -1.60

Money Manipulation

Adding Money

$.75
+.49
$1.24

When adding money, you must use the dollar sign and the decimal point in order for the answer to be correct.

The decimal point belongs between the dollar and the cents.

Try it.

1. $.84 +.36
2. $.43 .25
3. $.60 +.20
4. $.38 +.22
5. $.57 +.32
6. $.79 +.15
7. $.26 +.09
8. $.89 +.30

$8.65
+3.86
$12.51

Do not forget the dollar sign ($) and the decimal point (.).

Try it.

1. $10.43 +8.75
2. $9.46 +3.83
3. $5.17 +1.98
4. $16.54 +7.82
5. $7.76 +.64
6. $11.42 +5.67
7. $19.63 +13.56
8. $38.21 +29.39

Money Manipulation

Subtracting Money

$$\begin{array}{r} 5 \\ \$.\cancel{6}{}^{1}5 \\ \underline{-.59} \\ \$.06 \end{array}$$

Always use the dollar sign and the decimal point or your answer will be incorrect.

Try it.

1. $.65
   -.37
2. $.57
   -.38
3. $.43
   -.25
4. $.58
   -.39
5. $.62
   -.45
6. $.35
   -.27
7. $.81
   -.27
8. $.44
   -.28

$$\begin{array}{r} 8 \\ \$\ 6.\cancel{9}7 \\ \underline{-\ 3.58} \\ \$\ 3.39 \end{array}$$

Do not forget the dollar sign and the decimal point.

Try it.

1. $10.43
   -8.75
2. $6.76
   -3.48
3. $8.79
   -3.97
4. $14.86
   -13.40
5. $21.17
   -4.38
6. $7.86
   -3.96
7. $8.65
   -2.39
8. $23.47
   -4.38

Money Manipulation

"Change, Please . . ."

Circle your final answers.

1. Randy bought a 55 cent candy bar. He gave the clerk at the Jiffy-Mart a $1 bill. The tax on the candy bar was four cents. How much change should Randy get back?

2. Angie works at the FLAV-OR-FREEZ. A customer bought a pint of ice cream for $1.26 (tax included) and gave her a $10 bill. What change should she give to the customer?

3. Mary Jo's mother went to the grocery store and made purchases totaling $38.52 (tax included). She gave the cashier a $50 bill. What change should she get back?

4. Roni bought a video game cartridge that was marked "SALE: $5 off original price." The original price was $23.95 and the tax on the reduced price will be $.95, and Roni has two $10 bills. Does she have enough money to buy the game cartridge?

Money Manipulation
Think Money - When You Multiply

When multiplying money, don't forget the dollar sign ($).

EXAMPLE:

$1.87
x 2
$3.74

Be sure to count the 2 decimal places.
Put a $ sign in answer.

Multiply.

1. $24.87 x 3

2. $3.62 x 5

3. $18.02 x 4

4. $7.33 x 12

5. $72.00 x 10

6. $50.01 x 7

Money Manipulation

Wages Earned

1. An automotive parts assembler earns $10 for each hour worked. The assembler worked only 20 hours last week. How much was the pay?

2. Judy Jones acted a role in a play that ran on Broadway for 12 weeks. The salary for this actress was $1,000 per week. How much did she earn?

3. A machine tool operator earns $100 for each hour worked. She earns time-and-a-half for any hours she works over eight hours in a day. If she works an extra hour one day, what would she be paid for that hour?

4. Here's a special problem! The owner of an automotive paint shop charges $200 to paint a car. Last week, 22 cars were painted in the shop. The owner pays the assistant $300 per week. The paint for 22 cars cost $600. The owner's overhead for this part of the business was $3,400. What was the owner's profit on the painting of cars?

Money Manipulation
Think Money - When You Divide

Use a caret (^) to move decimal points.

EXAMPLE: $\underset{\longrightarrow}{\$.23}{}_{\wedge}\overline{)\ \$2.07}$ $\qquad$ $\begin{array}{l} \qquad\qquad\ \ 9. \\ \underset{\longrightarrow}{\$.23}{}_{\wedge}\overline{)\ \underset{\longrightarrow}{\$2.07}{}_{\wedge}} \\ \qquad\quad\ \ 2\,07 \end{array}$

Remember, you must move the decimal to the right . . .

CHECK: $\begin{array}{r} \$.23 \\ \underline{\text{X}\ \ 9} \\ \$2.07 \end{array}$

Divide.

1. $\$.09\overline{)\$.81}$ $\qquad$ 2. $\$.12\overline{)\$1.44}$ $\qquad$ 3. $\$.13\overline{)\$19.50}$

4. $\$.27\overline{)\$6.75}$ $\qquad$ 5. $\$.42\overline{)\$12.60}$ $\qquad$ 6. $\$.07\overline{)\$4.27}$

The Secret System Strategy (Worksheets pages 418-422)

When you, the teacher, might use this activity:
For those students who need reinforcement in sequencing skills, this mnemonic works well.

Additional Materials you need to do this activity:
Overhead projector, screen, pens and clean acetates.

What might need to be done:
Make a chart of Secret System Strategy for the classroom, or give copy to every student.

Teach the strategy - (three parts - six steps)

Teach the clue words.

Ask a volunteer to make up a story problem. The teacher writes the problem on an overhead.

The class works together implementing the Secret System (three parts - six steps) with the use of the overhead.

Volunteers then act as teachers using the Secret System model (three parts - six steps) on the overhead.

The students make up their own problems or use attached study sheets and work on their own using the Secret System strategy.

When students become reasonably proficient with step five (estimating) 90% of the time, they may then use their calculators to do step six (work the plan).

How might you vary this activity:
Same for all groups; however the rate of teaching or learning will vary with each group.

Remember: When a student has learned new information, he/she will be able to 1) demonstrate it, 2) apply it, 3) teach it. Then the teacher knows the kid has "got it."

Secret System Strategy

Directions: Practice the SECRET SYSTEM below. Write the missing information in the spaces provided. (three parts, six steps)

	Steps	Examples
Part 1. Read	a. Read the problem b. Underline the question, circle the clue words.	"The band played and clowns did funny tricks on the stage in front of the huge circus tent. There were nine band members and five clowns on the stage. In all, how many people were on the stage?"
Part 2. Plan	a. Decide how to solve the problem? Do I add? subtract? multiply? divide?	To find how many people were on the stage, I will *add*.
	b. Write the plan.	9 + 5 = ? people
Part 3. Solve	a. Estimate the answer.	**Estimate** 9 is about 10 5 is 5 10 + 5 = **15**
	b. Do the math.	**Math** 9 people (band members) + 5 people (clowns) **14 people**

Secret System

The SECRET SYSTEM is designed to help students find word-problem solutions. Important problem-solving strategies make up the SECRET SYSTEM.

Remember, the parts of the SECRET SYSTEM are:

READ:	Read; think about the facts and the question; underline the question, circle the clue word.
PLAN:	Find the needed facts; select the appropriate operation; write a number sentence.
SOLVE:	Round and estimate; compute to find answer.

Directions: Practice the SECRET SYSTEM below. Write the missing information in the spaces provided.

1 Read	Read the problem Underline the question and circle the clue word(s).	Grandpa drove nine miles to pick up the children. He drove four more miles to the circus. In all, how many miles did Grandpa drive to get to the circus?
2 Plan	How do I solve the problem? Write the plan.	To find how many miles Grandpa drove to get to the circus, I will _____ . ____ + _____ = _____ miles
3 Solve	Estimate the answer.	**Estimate** 9 is about 10 4 is 4 10 + 4 = __
	Do the math.	**Math** 9 miles + 4 miles __ miles

Practice Sheet 1

Write the number problem for each story and solve it. Be sure to use the Secret System!

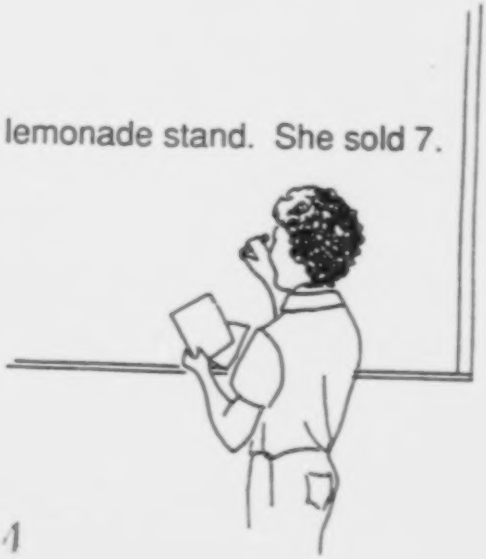
1. Diane helps Mary with her paper route. Each girl delivers 25 papers. How many papers were delivered in all?

2. Don, a babysitter, earns $1.25 each hour. For three hours, how much does he earn in all?

3. Jane has $5.52. The birthday present she wants to buy costs $12.76. How much more does she need?

4. Ruth, a Girl Scout had 10 boxes of cookies to sell. She sold six. How many were left?

5. Lynn made 15 glasses of lemonade for her lemonade stand. She sold 7. How many were left?



Practice Sheet 2

Write the number problem for each story and solve it. Be sure to use the Secret System!

1. Sarah, an electrician, put seven outlets in the family room, nine outlets in the living room and 10 outlets in the kitchen. How many electrical outlets are now in the home?

2. Barb, a sales clerk, sold James a hair brush for $3, a comb for 75¢, and shampoo for $1.75. How much did James pay?

3. Robert, a florist, is decorating for a banquet. He has 250 arrangements ready to put on the tables. He learns that there will be 262 tables. How many more arrangements should he make so each table has a flower arrangement?

4. Jill, an author, is writing a 78-page book. She has 49 pages done. How many more does she have to write?

5. Cody wanted to buy a new skateboard. The one he wanted cost $53 at Sally's Skate Shop. Then he called XXX-Mart and was told that it cost $48. How much would he save by buying the one from XXX-Mart?

Practice Sheet 3

Write the number problem for each story and solve it. Be sure to use the Secret System!

1. Ed, a welder, welds four iron gates a day. How many gates can he weld in five days?

2. Rachel, a nurse, had 53 boxes of gauze for bandages to stack on shelves. She could put 5 boxes on each shelf. How many shelves will she need? How many boxes will be left over?

3. Marilyn, a marine biologist, had 69 fish in a large tank. She wanted to divide them into three smaller tanks with an equal number of fish in each tank. How many fish will she put into each tank?

4. Lynn, a teacher, brought two boxes of books into the classroom. There were 48 books in each box. There are 33 students in Lynn's class. How many books will each student get? How many will be left over?

5. Joan, a travel agent, is on a tour of Germany with 27 tourists. The bus they are on has nine rows of seats. Each row has four seats. How many seats does the bus have?

Divide and Decide (Worksheets pages 424-425)

When you, the teacher, might use this activity:
After the student has mastered multiplication and division computation, to apply those skills appropriately.

Additional Materials you need to do this activity:
Current newspapers, construction paper, scissors and paste.

What might need to be done:
Give an example of a similar problem to start this exercise; this is a two step operation which may require modeling. The student then locates the grocery ad section and tears out the pages he will need to complete the problems.

How might you vary this activity:
Work in teams or small groups.
Use the cooperative learning model.

Adapted from Help for Those Who Need Help, The Denver Post

Can We Afford to Eat Out? (Worksheet page 426)

When you, the teacher, might use this activity:
To help students realistically evaluate costs and choices.

Additional Materials you need to do this activity:
A restaurant menu for each child.

What might need to be done:
Either menus need to be made available or the class can develop their own meal descriptions on the board and create "restaurant" prices.

How might you vary this activity:
Extend the activity by using the grocery pages in the newspaper with the same worksheets, estimating the daily, weekly or monthly cost if preparing meals at home.

Students can be challenged to seek alternatives to attaining enough money for their lunch (e.g., candy sale, making something to sell, working to earn the money either at home or at school).

A rule for this activity is that *all* of the students will have to have enough money to buy lunch at a restaurant.

Divide and Decide

Part I

Look in the grocery ad section of your newspaper. Look for ads the products described in each problem below.

Cut out and paste up on another sheet of paper the ads that show the prices you used to solve each problem.

1. If one dozen eggs serves six people, how much is the cost per person?
   price for one dozen eggs: math problem:

2. If one pound of hamburger serves three people, what will one serving cost?
   price for one lb of hamburger: math problem:

3. If a five pound roast serves eight people, what will one serving cost?
   price for a five lb. roast math problem:

4. If a pie serves five people, what will one serving cost?
   price per pie: math problem:

5. If a small box of rice has eight servings, what will one serving cost?
   price per box: math problem:

Divide and Decide

Part II

Look in the grocery ad section of your newspaper. Look for ads for the products described. Cut out and paste up on another sheet of paper the ads that show the prices you used for each problem.

1. One quart of milk has enough for four large glasses. How much would one glass of milk cost?
   price of milk: math problem:

2. If a quart of ice cream will serve six people, how much would each serving cost?
   price for ice cream: math problem:

3. If two pounds of chicken will serve three people, how much will each serving cost?
   price for chicken: math problem:

4. If a can of vegetables has two servings, how much will one serving cost?
   price for a can of vegetables: math problem:

5. If a cake serves seven people, how much will each serving cost?
   price of cake: math problem:

6. If six loaves of bread use five cups of flour each, how much will twelve loaves use, and what will it cost?
   price of flour: math problem:

Can We Afford to Eat Out?

First, decide what you would like to eat for a day. Plan your menu and write down your choices for breakfast, lunch and dinner.

When you have written the items for each meal and the cost, total up the daily cost of eating out at a restaurant on a daily basis.

Breakfast	**Cost**	**Lunch**	**Cost**	**Dinner**	**Cost**

Average Daily Cost ____________________

Weekly Cost ________________________
(7 x daily)

Surprise extra!
Did you remember to tip the waiter/waitress?

This is Real Life

When you, the teacher, might use this activity:
As a long-term project to assist students in developing realistic goals.

What might need to be done:
During the first phase, the teacher presents at least five pictures of automobiles of varying expense and style and five pictures of various-styled houses of average cost.

Each group of four students should be given a car and a house to purchase. Prices for each should be provided by the teacher or, have a car salesperson and real estate agent come in to explain costs and features.

Once the prices are determined, students brainstorm other expenses associated with the items: monthly payment for the house, electric and gas bill, phone, insurance, furniture, yard work, etc., monthly payment for car, insurance, gasoline, repairs. Once a rather comprehensive list has been determined, the students find the cost for each. Their figures should be compiled and a monthly payment total determined. Add the average cost of food per month to the totals.

At first glance, these figures may seem overwhelming and the activity counterproductive. The next phase however, is critical for the at-risk child as salaries for various professions are considered.

During this phase, each child should investigate a profession or vocation they would like to explore. They are to collect information about the average salary, training or education required, job availability, etc. for that profession. On a piece of posterboard the student lists the profession, with columns for each of the above areas. Compare the amount made per year against the projected expenses and help students look at realistic alternatives to their first choices.

How might you vary this activity:
The teacher can contact the administration in their school district, chamber of commerce, etc. for facts and figures on dropouts, their earning power, job limitations and projected standard of living.

As students acquire information, an arranged visit to a local jail could be beneficial. A law enforcement official could assist in gathering the pertinent information regarding education and training of those incarcerated, and the children could see the results.

Let's Get Literate

III. LIFE SKILLS MATH

Section Title: Banking and Investing in the Future

Instructional Goals:

A) to increase student awareness of the function and value of investing;

B) to increase student understanding of banking services.

Activities:

Why Should I Save?

Saving for What you Want

Money Business

Learning About Checkbooks

Wall Street

Why Should I Save?

When you, the teacher, might use this activity:
To help students recognize that saving is one way we can use money. Saving money allows us to buy expensive items like homes and cars, helps us have vacations and helps defer costs of family emergencies or unexpected illness. Students should recognize that we cannot have everything we want the moment we want it, but saving helps make many purchases possible.

Additional Materials you need to do this activity:
Students will need a variety of catalogs (Sears, Spiegel, Montgomery Ward, J.C. Penney, etc.)

What might need to be done:
Ask students to think about examples of things a person might want to buy, but often cannot immediately afford (car, bicycle, home, etc.). Let several children share personal or family experiences related to these examples.

Point out that saving money is one good way to be sure we can afford an expensive item sometime in the future.

Let students look through department store catalogs and write down five items they would most like to have. Have them record the price of each item.

When students have chosen items, discuss the following kinds of questions:

1. Why are the items you chose important to you?
2. Which item is most important to you? Tell why.
3. What are some ways you could get money to buy the things you want?
4. If you earn $15 a week and save $2 a week to buy each special thing you want, how long will it take you to save up enough money to buy each important thing on your list?

Ask students to rank order the items according to which item they would save to buy first, second, third, etc. Discuss:

1. How would you feel about having to save for a long time before you could buy something you really wanted?
2. Did the length of "saving time" determine which items you would choose to buy first, second, etc. (i.e., was the order of purchases affected)?
3. Tell one reason you think saving money is a good idea. Tell one reason you don't especially like the idea of saving.

Saving for What You Want . . . (Worksheets pages 432-433)

When you, the teacher, might use this activity:
To expand upon a range of skills required for successful money-management, this activity is best when extended over two days.

Additional Materials you need to do this activity:
(Optional; teacher-made savings records.)

What might need to be done:
It may be necessary to explain the numbers in the "total" column to students; many may not have been exposed to this type of cumulative total. Because there are a number of calculations necessary to complete the activity, student pairs might work together, sharing problem-solving strategies.

Money Business (Worksheet pages 434-435)

When you, the teacher, might use this activity:
Before a field trip to the bank or a mint [i.e., the Denver Mint (303 837-3332)], a tour of its facilities and an explanation of its services.

What might need to be done:
Students should be exposed to common banking vocabulary before the field trip so that they can understand the explanations they will be given. Refer to the Vocabulary for Math activity also.

Following the site visit, students can generate a list of all the services offered at the facility, as a paired activity or as a large group.

Saving for What You Want . . .

Part I

Sale $85.00
Regular $99.99

Here it is - a sale on the rollerblade skates you've been saving for! The sale will be over on June 15, and it is now May 23. The question on your mind is, can you get the money in time?

You've been keeping a record of the money you've saved. Now is the time to look at that record and figure out if you can make it by June 15. So far, you've saved $60.50 from your weekly allowance and from baby-sitting. You're expecting a birthday check from your grandmother, and maybe the Darby family will hire you again for more baby-sitting.

Can you get the money you need before the sale ends?

Savings Record

Date	Item	Amount	Cum. Total
May 1	Allowance	$5.50	$5.50
May 8	Allowance	5.50	11.00
May 10	Babysitting - 3 hrs. at $2.75 per hour	8.25	19.25
May 15	Allowance	5.50	24.75
May 18	Babysitting - 7 hrs. at $2.75 per hour	19.25	44.00
May 22	Allowance	5.50	49.50
May 23	Babysitting - 4 hrs. at $2.75 per hour	11.00	60.50
		subtotal	**60.50**
		new subtotal	
		final total	

Part II

When you're saving up to buy something, you have to figure in other costs such as taxes. Suppose the sales tax in your town is 7%.

a. What is the sale price of the skates? ____________________

b. How much money will you pay in sales tax? ______________

> **Math Hint:** Multiply the sale price of the skates by .07 and round off to the nearest whole cent.

c. What will the total cost of the skates really be? _____________

d. How much more money do you need to save to buy the skates?
____

On May 25, your grandmother sends you a birthday check for $25.00. Enter this amount on the savings record. Now how much do you have toward the skates? _______ How much more do you need? __________

Look at the savings record. You'll see that you have been getting an allowance exactly every seven days. Get a calendar and figure out how many more allowances you will get before June 15.

Enter those allowances on your record. How much do you now have toward the skates? _______ How much more will you need? ______________

Are you saving for something you really want? Make a savings record like the one your worksheet. Use it to plan how you will save the money you need. Write your plan out. How long will it be before you have enough money?

Extra Credit

Watch the ads for sales on five things you would like to have.

a. Figure out how much money each thing will cost if you include sales tax.

b. If any of the items have to be sent to your home, how much more will they then cost?

c. If you buy these things at regular prices, what is the total cost of each, including sales tax and shipping costs?

Money Business

Circle the correct answer.

1. When we put money in a bank, we call it a
   a. loan
   b. check
   c. withdrawal
   d. deposit

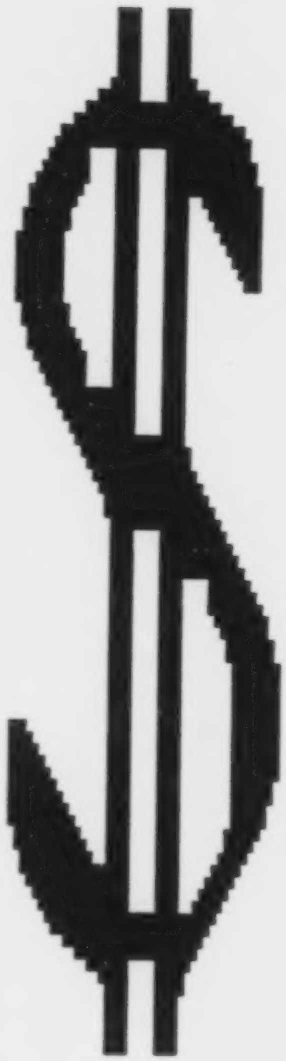
2. One service NOT offered by a bank is
   a. a loan
   b. a checking account
   c. a savings account
   d. selling toys

3. When we take money from our bank account it is called a
   a. withdrawal
   b. loan
   c. deposit
   d. purchase

4. When we borrow money from a bank it is called a
   a. deposit
   b. loan
   c. payment
   d. withdrawal

5. A service offered by a bank is
   a. trading something you have for money
   b. selling postage stamps
   c. keeping money for people
   d. selling envelopes

6. Money in a savings account earns
   a checks
   b. deposit slip
   c. interest
   d. application card



Circle the correct answer.

1. Which one of these is a money substitute?
   a. $3.25
   b. a ten dollar bill
   c. a bill from a store
   d. a credit card

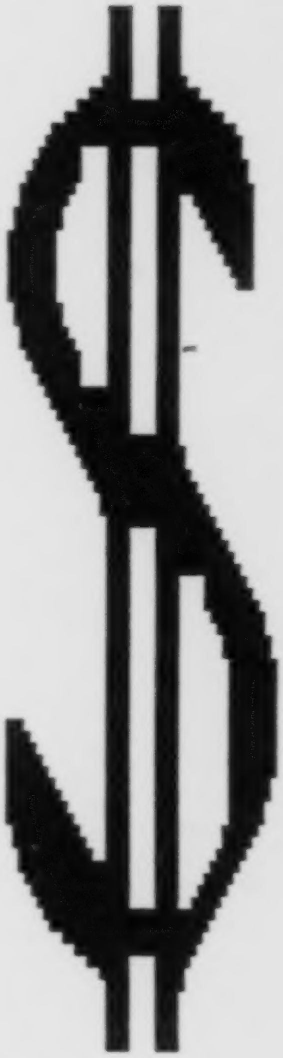
2. Which one of these is a money substitute?
   a. a quarter
   b. three dollar bills
   c. a traveler's check
   d. a grocery sales slip

3. Which one of these is NOT a money substitute?
   a. a bill from a store
   b. a personal check
   c. a traveler's check
   d. a credit card

4. In order to write a check, you should have
   a. a credit card
   b. money in a checking account
   c. no money anywhere
   d. postage stamps

5. Traveler's checks cannot be exchanged for money without your second
   a. signature
   b. ten dollar bill
   c. passbook
   d. withdrawal slip

6. If you use a credit card to charge purchases, you must pay for them
   a. never
   b. only if you want to
   c. when you receive a bill
   d. with a grocery sales slip



Learning About Checkbooks

When you, the teacher, might use this activity:
To help students become aware of daily living expenses, learn to budget their income, and effectively utilize computation skills within the framework of a checking account.

Additional Materials you need to do this activity:
Check recorders or register books for checks (both available as handouts at most banks)

Items for a classroom store (school supplies, food)

What might need to be done:

1. Explain to students that the points they earn for work in the classroom can be considered as "money." They can earn a paycheck each week as their parents do and be able to redeem their money for items in the store. Like their parents, they will also be held accountable for a bill (housing payments, groceries, utilities and car or transportation costs). The bill is predetermined by the teacher and kept the same for all students. (Provide extra-credit material so bonus "money"/points can be earned each week.)

2. Students fill out a questionnaire to apply for classroom jobs they are interested in and best qualified for.

3. Students fill out job application forms. Follow this with individual interviews, (if possible, conducted by an administrator). Students are selected for specific classroom jobs.

4. Post the "money" to be earned and taken from the checking account.

What student might be paid for:

a. Jobs (Attendance Manager; Eraser Patrol; Helpers; Bulletin Board Monitor; Buddies; washing tables, desks, floors; correcting papers; peer tutors; any jobs appropriate for your room and school)
b. 100's on papers
c. Attendance
d. Honor Roll
e. Choir activities
f. Band activities
g. Awards (Halloween, Art, Christmas, Valentine's, etc.)
h. Loans can be taken out at a certain percentage.

Price suggestions: Attendance $3 a day; band and choir $10 a week; the grade of 100 can be a value that escalates the more they have: (i.e., 5=$10, 10=$25, 20=$60). Special awards can be given for Halloween costumes, Valentine boxes, Honor Roll or perfect attendance.

What students will pay for›

a. Failing to hand in papers on time
b. Missing school without a written excuse
c. Talking out of turn in class
d. Rent for use of desks and books every month
e. Using pencil sharpener, drinking fountain or bathroom during class
f. Late for class
g. Any inappropriate behavior (develop a list with students)
h. Taxes (April 15) (Use the short form and bring a "consultant" in to explain the tax structure.)
i. Losing a checkbook
j. Payment on loans every month

Price suggestions: Rent $50 until 2/1; then increase to $75. Everything else is a $10 deduction until 2/1; then raise to $15.

5. Issue a check register book to each student and several blank checks. Give an explanation on how to properly fill out checks, how to deposit paychecks and how to record transactions. The "transaction " method for recording earnings and expenses should be explained to the class. Explain all details including dates, deposits, credits, fees, descriptions and the balance.

6. After students complete their weekly assignment, issue a paycheck to each student on a consistent day of the week. Require students to deposit these in their registers, then write a check for their weekly bills. After these transactions they may purchase items from the classroom store.

7. **General rules:**
   A. All work for the week must be completed before a paycheck is issued.
   B. Students absent and unable to complete assignments are issued paychecks the following week upon completion of work, and will then have two paychecks and two bills that week.
   C. The bank will not make personal loans; other students are not permitted to make loans. Bills must be paid and money must be in accounts to cover purchases.
   D. The store opens only on Fridays and students must have registers and checks to purchase. Lost checkbooks may be replaced at cost.
   E. Special purchase items which cost more than weekly purchase items can be obtained when the full amount has been earned by filling out a slip and submitting it to the store.

8. Since paychecks are often based on weekly grades including classroom work, and daily classroom behavior, paychecks and bills may need to be adjusted according to the amount of work required each week.

Wall Street

When you, the teacher, might use this activity:
When discussing alternatives to buying and selling, expose students to the stock market. Integrate awareness of the variety of career opportunities that relate to this part of the business world.

Additional Materials you need to do this activity:
Individual checkbooks with ledgers and covers
A list of stocks to sell
Newspapers for stock pages
Teacher-made stock certificates
Stock up-date papers
Calculators
Computers

What might need to be done:
This activity is designed to teach students to read a stock page from the newspaper, to understand buying and selling, to compute the amount of money received when stocks are sold, and to compute losses and gains.

The teacher should discuss how stocks are used for personal investments and as a method for raising money to operate a company. Vocabulary words that relate to the stock market need to be taught (example: bull, bear, inside trading). Begin by giving each student an investment amount of $2,000 to deposit in his/her checkbooks. From this point, he or she decides what stocks to buy and when to sell. They may purchase stocks in any amounts. The stock exchange is open each Thursday. At this time, each student fills out a stock update sheet. They may buy, sell, or just remain at the same level. The stock update sheets are placed in the students' portfolios with their stock certificates and these are turned into a broker to be checked. Any unfinished transactions must be completed.

Decide whether or not to charge a brokerage fee (if not, make sure students know this fee is involved). On the stock exchange day, a stock recorder records all transactions on the computer. This is printed and posted for general knowledge.
When the stock market concludes, each student liquidates all personal stocks and tallies his or her net worth.

Examples of available stocks from New York Stock Exchange:
Alsk Air (Alaska)
Coca Cl (Coke bottling)
Singer (sewing machine)
Sony (all equipment)
Club Md (travel club)
Disney
Scott P (paper products)

SAMPLE STOCK UPDATE SHEET

Stock name	price at now	+ or -	# of shares	total

Let's Get Literate

III. LIFE SKILLS MATH

Section Title: Comparison Shopping

Instructional Goals:

A) to increase student awareness of marketing language and techniques

B) to teach students to compare and contrast values/prices,

C) to strengthen student skills in wise decision-making.

Activities:

Hunt and Find

Creative Couponing

Come to a Pizza Party

Riding High

Let's Pretend

Figure the Percent

Let's Go Shopping

Classified Advertising

Shopping by Mail

Hunt and Find (Worksheet page 441)

When you, the teacher, might use this activity:
To integrate real life/current events (e.g. accessing information through the newspaper) with principles of comparison shopping, to improve research skills.

Additional Materials you need to do this activity:
Newspapers, the entertainment section

What might need to be done:
An individual activity for large group share.

Creative Couponing

When you, the teacher, might use this activity:
When teaching concepts underlying comparison shopping, to emphasize conservation of financial resources.

Additional Materials you need to do this activity:
Envelopes containing coupons and cost sheets for each student.

What might need to be done:

1. Provide each student with lined paper and a pencil. Have the students make three columns on their papers labeled as shown:
   Grocery Items   Regular Price   Price with Coupon

2. Give each student an envelope. Inside the envelope are the grocery coupons; on the front of the envelope is the grocery list and the regular prices. For example:
   Minute Maid O.J. - $1.09
   Twice Baked Potatoes - $1.09
   Lucky Charms - $2.45

3. Use approximately 10 - 20 items. Have students copy the grocery list and the regular prices from the envelope onto their paper, placing each in the appropriate column. Total the regular-priced column.

4. Take coupons from envelope. Match the appropriate coupon with the store item, subtract, and place the adjusted price in the Price with Coupon column. Total Price with Coupon column. Compare the two columns by subtracting their totals to show the savings.

   (Note: Mention the "double coupon" savings some stores offer.)

Hunt and Find

Movies are exciting, but tickets to see a movie can be expensive. There are some ways to get bargains when you want to go to the movies.

One way is to choose a double feature and see two movies for the price of one. If you or someone with you is under 12 years old, you can often get a special price. In addition, some theaters have lower prices early in the day.

One way you can find out about prices is to look at the movie listings in the newspaper. The listings also show the times the movies start at each theater.

Take a look at the movie section in your newspaper.

1. How much more does it cost an adult to see a movie after ~~2~~6:00 p.m. than before ~~2~~6 p.m.?

2. If you are under 12 years old, how much would it cost you to see a movie
   a. after 2 p.m.? $______
   b. before 2 p.m.? $______
   c. Which is the best buy? ______

3. Suppose your parents took you to see a movie.
   a. How much would it cost them after 2 p.m.? $______
   b. How much could they save before 2 p.m.? $______
   c. Which is the best buy? ______

4. Suppose your parents drop you off to see the double feature at 3:45 p.m.
   a. What time should they pick you up? ______
   b. How long will you be at the movies? ______

5. Make a list of all the movies you can remember seeing the last year. Try to figure out about how much money you spent on tickets for those movies.

Come to a Pizza Party (Worksheets pages 443-444)
Riding High (Worksheet page 445-446)

When you, the teacher, might use this activity:
To expand students' skills in quantitative thinking, problem-solving and comparison shopping.

What might need to be done:
As an individual or paired activity, these worksheets may require teacher guidance in working through word-problems.

Let's Pretend (Worksheets page 447-448)

When you, the teacher, might use this activity:
To integrate comparison shopping principles with community resources.

Additional Materials you need to do this activity:
Newspapers

What might need to be done:
For older students, ask pairs of youngsters to complete the information required for the Car Ads worksheet. As a class, review the information gathered for the first set of comparisons. Students independently create and complete the second, answering questions and completing the questionnaire.

For younger students, ask children to cut out three car ads with prices. Children can cut and paste their car picture to fit into the box. Some clarification of vocabulary may be required.

How might you vary this activity:
Students who need assistance may complete the questionnaire with a partner. Comparisons as to year of manufacturing may be made. Comparisons from classified ads for used cars would add a realistic touch.

Figure the Percent (Worksheet page 449)

When you, the teacher, might use this activity:
To introduce sale "jargon", to acquaint students with an easy method of calculating dollars off.

What might need to be done:
First, students need direct instruction/review in the meaning of and use of percentage. The following example might be used;
Rollerblades - regular price $80 at 50% off.
Step 1. 50% of $80 is the same as 50/100 or 1/2 off.
Step 2. Think about 1/2 of $80. 1/2 of 80 = 80 ÷ 2 = 40
Step 3. $80
- 40 off
$40 as the sale price

Come to a Pizza Party

Pizza and Punch
All you can eat.
Games and Prizes
Won't it be neat?

WHO: Janet Gold
THE DAY: Sunday, June 17
FROM: 3:45 p.m. to 6:00 p.m.
THE PLACE: 174 Ash Road

Guest List

Jeff J.
Tami C.
Julie E.
Andy R.
Paul S.
Juanita G.
Anthony B.

Hostess: Janet Gold

Everybody loves a party. But parties don't just happen. They take a lot of planning.

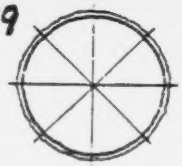
For this pizza party, Janet had to figure out how many slices of pizza each person would eat, and how many glasses of punch they would drink. Then she had to decide how many pizzas to order and how much punch to buy.

Janet didn't want to waste her money. She had to decide whether to buy more small pizzas or fewer large ones. She had to figure out whether it would be better to buy small cans of punch or the larger quart size. That's a lot to figure out.

Six pack of 5½ oz. cans — $2.39

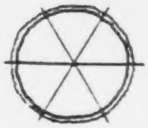
Come to a Pizza Party

$8.99



Large Pizza
8 slices

$4.99



Small Pizza
6 slices

Do your work on another sheet of paper. Put your answers on the lines.

Questions

1. If Janet and her seven friends eat three slices of pizza each, what is the total number of slices they will eat? ____________

2. Suppose Janet decides to order the large pizzas.
   a. How many will she need? ____________
   b. How much will they cost? ____________

3. Suppose Janet decides to order the small pizzas.
   a. How many will she need? ____________
   b. How much will they cost? ____________

4. Which is the least expensive way to buy the pizza? How much will Janet save? Use your answers to questions two and three to help you. ____________

5. If each of the guests and Janet drink two 5 1/2 -ounce cans of punch -
   a. How many ounces of punch will they drink altogether? ____________
   b. How many six-packs will Janet have to buy? ____________
   c. How many cans will be left over? ____________
   d. How much will the punch cost? ____________

6. Janet is figuring out whether she should buy quart bottles of punch instead of six-packs.
   a. How many quart bottles (32-ounces) will Janet have to buy to give each person 11 ounces of punch? Use your answer to question 6a to help you. ____________
   b. How many ounces of punch will be left over? ____________
   c. How much will the punch cost in quart bottles? ____________

7. Which will cost less for the party - six-packs or quart bottles? How much can Janet save? Use your answers to questions six and seven to help you. ____________

TROPICO
FRUIT
PUNCH

32 ounces $1 70

Riding High

Speed up and down the Dragon Roller Coaster! Ride into the sky on the giant Ferris Wheel! There's fun for everyone at Elitches.

When you go to an amusement park like Elitches, you don't usually pay for each ride as you go. You buy a book of tickets and use the tickets to pay for the rides. Sometimes you get more for your money if you buy a bigger book of tickets; sometimes you don't. With a little math you can figure out the best deal.

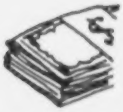
Some rides require only two or three tickets and some require as many as five. One problem with using ticket books is that you may not realize how much money each ride is costing you. A little more math will help you plan your spending.

10 tickets = $4 Regular Price

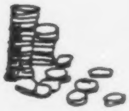
15 tickets = $7 Regular Price

****35 tickets = $10 Special Price***

Ride	No. of Tickets	Ride	No. of Tickets
Astroliner	5	House of Mirrors	3
Auto Scooter	5	Monster Mouse	4
Bumper Cars	5	Old Mill	4
Carousel	2	Over-the-Top	4
Casino	4	Rock-O-Plane	4
Caterpillar	3	Rotor	4
Derby Racer	4	Round Up	4
Dragon Coaster	5	Scrambler	3
Ferris Wheel	3	Sensavision	5
Flying Bobs	4	Spider	4
Flying Scooter	3	Tilt-A-Whirl	3
Flying Witch	4	Twister	3
Fun House	4	Whip	2
Grand Prix	5	Yo Yo	4
Himalaya	4	Zyklon	4



Riding High



1. What is the cost per ticket if you buy -

   a. the $4 book of tickets? ________________

   b. the $7 book? ________________

   c. the $10 book? ________________

2. Suppose you and two friends all want to ride the Auto Scooter, the Grand Prix, the Ferris Wheel, and the Rock-O-Plane.

   a. How many tickets will you need? ________________

   b. If you bought a book of 10 tickets, how many tickets will be left over? _____

3. Ask a friend to ride with you on the Caterpillar and the Grand Prix. How many tickets will the two of you need? ________________

4. If you buy the $4 book or the $7 book, what is the real cost, in dollars and cents, to ride -

   a. the Bumper Cars? ________________

   b. the Yo Yo? ________________

   c. the Caterpillar? ________________

   d. the Carousel? ________________

5. Choose your five favorite rides. How much money would it cost to ride every ride in Playland? ________________

Let's Pretend
Car Ad Worksheet

Look in the car ad section of the newspaper for the names and prices of different kinds of cars. Write down the names and prices of three cars. Answer the questions in the boxes. Then choose three more cars and repeat the process.

Name & Price of the Car	Name & Price of the Car	Name & Price of the Car	Total Cost of the Three Cars
What is the average cost of the three cars?	What is the difference between the highest priced and the lowest priced cars?	What is the difference in price between the two highest priced cars?	What is the difference between the lower priced cars?

Name & Price of the Car	Name & Price of the Car	Name & Price of the Car	Total Cost of the Three Cars
What is the average cost of the three cars?	What is the difference between the highest priced and the lowest priced cars?	What is the difference in price between the two highest priced cars?	What is the difference between the lower priced cars?

Let's Pretend Questionnaire What's the Best Car for You?

1. At what age do you think you will buy your first car? ______________
2. Why? ____
3. What makes your choices the best car for you? ______________
____
4. How would you pay for your special car? ______________
5. If you could afford $200.00 a month for a car payment, how long would it take you to pay for your car? ______________
6. How many people would be riding in this car? ______________
7. Let's pretend that you need to find out what the insurance would be for this car each month. Who will you ask? ______________
What would the insurance be? ______________
8. Estimate how many miles you think you would drive each week. _____
9. How much does a gallon of gas cost? ______________
10. How many miles will your car go with each gallon of gas? __________
11. Estimate how much gas you would use each week. ______________

    How much would that cost? ______________
12. Will you be able to afford this choice? ______________
If not, what is your second choice? ______________

Figure the Percent

Find newspaper or catalog ads that show clothing. Pick out one ad for each of these 3 items. Calculate the cost of these items at the different dicount prices, listed to the left.

	Jackets regular price	**Slacks regular price**	**Shoes regular price**
Figure the cost 50% off			
Figure the cost 25% off			
Figure the cost 10% off			

Let's Go Shopping (Worksheets pages 451-453)

When you, the teacher, might use this activity:
When students have mastered skills in money/math computation, to provide direct instruction on comparison shopping.

Additional Materials you need to do this activity:
Coupons
Grocery list (16 items)

What might need to be done:
Ask children to brainstorm products that can be purchased by the dozen, by the quart, by the yard, by the pound. Compute the unit price on five different products given the price and quantity. List three reasons why consumers should do comparison shopping.

Teach students how to determine unit price for purchasable items. Use Let's Go Shopping, Part I.

Divide the class into groups. Each group is given copies of the worksheet (Let's Go Shopping, Part II) listing 15 everyday grocery items. Groups are also given product coupons. Take the entire class to two different grocery stores on two different days. Each person in the group gets two worksheets, one for each store.

Each person is responsible for finding and recording the price and the unit price for three items on the list, using at least one national brand, one store brand, and one generic brand for each item, including the products for which they have coupons.

Gather together the information on the stores and compare costs. Discuss with students which store has the "best buy" for types/categories of items.

How might you vary this activity:

A. Expand this by having two teams formally debate which stores offer better buys. Debate on two issues, then
  1. Resolve that Store # _____ has a better buy on all store brand names.
  2. Resolve that Store # _____ has a better buy on all national brands.

B. Utilize Let's Go Shopping, Part III. Locate the newspaper grocery ad section for three different stores. The children locate each item listed at the left of the worksheet. Youngsters write the cost of the same item at three stores. The child then indicates differences in price by placing the number of the store under the appropriate heading,

for example:

more	less	same
	3	2
		1

Let's Go Shopping
Part I

The super shopper always looks for the very best buy. That sometimes means buying the "right" size to get the best price. Which of these is the better buy? **Circle your choices.**

ALMONDO CANDY PIECES

1 for $.10

or

3 for $.25

FRUIT-O'S BREAKFAST CEREAL

12-oz. box for $1.20

or

1-pound box for $1.49

SUNSHINE O.J

6-oz. can for $.62

or

12-oz. can for $.99

HEAD LETTUCE

1 head for $.79

or

3 heads for $2.00

Let's Go Shopping
Part II

Write the brand name and cost of each item.
You may need to do some calculating.

2 half-gallons of milk	One loaf of bread	3 dozen eggs	4 lbs. fresh fruit
5 pound ham	3 cans of vegetables	6 cans frozen juice	3 lbs. hamburger
2 half-gallons of ice cream	1/2 pound of butter	2 pounds of bacon	3 lbs. of chicken
6 cans of dog food	1 quart jar of salad dressing	5 lb. bag of sugar	10 lb. bag of flour

Let's Go Shopping
Part II

Check the grocery ad section of the newspaper. Look for three store ads. Look at the items listed and write the cost of each item from Store # 1, then Store # 2, then Store # 3. Compare store prices for each item. Using the number of the store, write that number in the more/less/same columns to the far right. Compare same brands.

	Store Ad #1	Store Ad #2	Store Ad #3	More	Less	Same
Flour 5 lb.						
Eggs 1 dozen						
Sugar						
Tomatoes 1 lb.						
Potatoes 1 lb.						
Ice Cream 1 gal.						
Bananas 1 lb.						
Apples 2 lb.						
Coffee 2 lb.						
1/2 gal. Milk						
Hamburger 5 lb.						
Chicken legs 3 lb.						
Frozen Orange Juice 1 12 oz. can						
6 pk. Dr. Pepper						
Fresh Carrots 1 lb.						

Classified Advertising (Worksheet page 455)

When you, the teacher, might use this activity:
To emphasize the options available for buying and selling.

Additional Materials you need to do this activity:
Current newspapers, construction paper, scissors and glue.

What might need to be done:
Direct students to the classified ad section. Help them notice headings/categories of ads, and how these differ from newspaper to newspaper. Ask a student to read aloud the introduction to the activity. Ask students to proceed as directed.

Shopping By Mail (Worksheet page 456-457)

When you, the teacher, might use this activity:
To introduce an alternative means of purchasing, to make students aware that shopping by mail involves hidden expenses.

Additional Materials you need to do this activity:
Mail order catalogs
Blank order forms

What might need to be done:
Present the worksheet, reading the information to/with students. Visually reinforce key vocabulary. Students might work on budgeting $200 individually or in pairs.

Classified Advertising

Stores are not the only places where you can buy things. Sometimes there is someone who would like to sell just what you're looking to buy. Or maybe you have something to sell yourself.

The problem is, how do the buyer and seller find out about each other? The answer is, through the classified advertising section of the newspaper.

You can buy space in the classified section and tell the newspaper's readers what you're selling. Readers know that the classified section is the place to look for sales of houses, musical instruments, used cars, and much more.

Classified advertising space is sold by the line. In the newspaper shown here, each line has room for about 36 letters. The cost for each line depends on what you're advertising and what newspaper you're advertising in. Large newspapers with many readers charge more than smaller papers with fewer readers.

Here's what to do:

1. Take a look in the classified advertising section of your newspaper. Make a small collage of the most interesting ads you find.
2. Advertising helps pay for the costs of printing a newspaper. Look up the prices for classified ads in your newspaper. Choose 10 ads. Then figure out how much money the newspaper gets for those 10 ads.
3. Make up your own advertisement for the classified ads. What would you like to sell? Use descriptive words that would help to impress people with the value of what you have for sale.
4. Now let's figure out how much your ad will cost. How many letters do you have? How many lines would you have to buy? How do you figure the cost of your ad? How much would it cost in your newspaper?

Shopping by Mail

You don't always have to go to a store to buy the things you need or want. You can shop by mail. Many companies put out books called *catalogs* that list what they have to sell. Inside the catalog is an order form. To tell the company what you want to buy, you fill in the order form, figure out how much money you owe, and mail the form and a check to the company. Soon, they'll mail the things you've ordered to you.

Here is the information you fill in on the order form:

1. **Quantity** - Fill in how many you want of each item you order.
2. **Catalog #, page #, description** - The company wants to be sure to send you the exact item you order. In addition to the description and page number, each item has its own long catalog number.
3. **Price each** - Whether you are buying one or more of an item, you list the price for a single item here.
4. **Total** - If you are buying one of an item, the total will be the same as the "price each." If you buy two or more of an item, multiply the "price each" by how many you are buying.
5. **Sales tax** - Most states charge a percent of tax on everything sold there. If you live in the same state as the catalog company, you pay the sales tax. If you live in a different state, you don't pay it.
6. **Shipping and handling** - This pays for the stamps, insurance, and packaging it takes to mail your order. For example, this chart tells you Jackson's shipping charges:

Shipping Charges

If your order is:

up to $15.00	$1.95
$15.01 to $20.00	$2.85
$20.01 to $30.00	$3.50
$30.01 to $40.00	$4.10
$40.01 to $50.00	$4.70
over $50.00	$5.50

7. **Final total** - To find out how much money you have to send the company, add up the merchandise total, sales tax, and shipping and handling charges.

8. **Before you order,** check the catalog for information on "repair" and "return" policies. Be sure to avoid buying something you can't return.

Get a catalog from a company that has things you like. Find a blank order form to use. Pretend you have $200.00 to spend. How close can you come to spending it exactly? Figure out all the totals. Don't forget sales tax and shipping charges

Shopping by Mail

ORDER FORM

Quantity	Catalog No.	Page No.	Description	Price each	Total
1	R 622-7516E	67	Boots	$37.00	$37.00
1	R523-2061E	201	Jeans	$30.00	$30.00
1	R933-1745A	332	basketball	$23.99	$23.99
1	R265-0497D	54	Suede jacket	$89.00	$89.00

MAIL TO:
JACKSON EDUCATION CORP.

For Colorado delivery add 7% sales tax

MERCHANDISE TOTAL		$179.99
Sales Tax		$12.59
Shipping & Handling		$5.50
FINAL TOTAL		$198.08
Pay this amount		

Let's Get Literate

III. LIFE SKILLS MATH

Section Title: Measurement

Instructional Goals:

A) to increase students' understanding of the ways measurement is integrated into real life,

B) to broaden student understanding of measurement; dry measure and liquid measure, distance, time and temperature.

Activities:

Teacher Preface

Following a Recipe

Now I'm the Cook

Control Your Own Time

Measurement Worksheets

Teacher Preface

Measurement must be taught by doing using the appropriate tools and equipment. Measurement is taught through actually:

- hearing the instruction
- seeing it demonstrated
- working under supervision
- working with small groups
- applying new skills

In particular, cooking and meal preparation are best retained when practiced once a week rather than trying to teach a one-time measurement unit. Looking forward to "Cooking and Tasting" once a week adds incentive and motivation to learn.

The initial pages are provided for teacher and/or student use to introduce cooking terminology. Teachers should review the terms before initiating independent student activities.

Following a Recipe (Worksheet page 464-466)

Part I

When you, the teacher, might use this activity:
Once the teacher has presented basic information on measurement and basic rules for cooking, this activity puts it into practice.

Additional Materials you need to do this activity:
Measuring utensils
Cookie sheets
Recipe ingredients
Stoves

What might need to be done:
Distribute directions and worksheet to each student.

How might you vary this activity:
Follow this activity with pre-packaged, ready-mix oatmeal cookies. Allow students to compare the:

- choices
- cost
- taste
- time
- quantity
- quality

Complete Following a Recipe, Part II. Discuss with students how to cut a recipe in half, how to double it. On the board, duplicate the format of the worksheet, writing the original recipe for oatmeal cookies in the middle square. Demonstrate halving and doubling. Have students complete the worksheet themselves.

Do's and Don'ts in the Kitchen

1. No bumped heads, please! Always close cabinet doors.
2. Sharp knives are to be seen, not felt. Always ask an adult to help you if you need to use a sharp knife.
3. Ouch! a burned finger! Remember to use hot pads.
4. Cutting boards are made for cutting - please don't use the counter or tabletop.
5. Use paper towels to wipe up any spill - so nobody slips and falls.
6. Keep your work space neat. You'll find it's easier to work when everything is in order.
7. Before you start making any recipe, be sure to read it all the way through. Check to see that you have all the ingredients, the right size pots and pans, and then begin.
8. Always remember to turn off the oven and burners when you are through cooking.
9. When you are finished cooking be sure to clean up and put everything back in its proper place.

The Right Measuring Equipment

Dry Measuring Cups	They come in a set of 1 cup, 1/2 cup, 1/3 cup and 1/4 cup, and are used to measure dry ingredients. Measure the ingredients level with the top.
Liquid Measuring Cups	They have a lip to make it easy to pour. They are used to measure all liquid ingredients.
Measuring Spoons	They come in a set of 1 tablespoon, 1 teaspoon, 1/2 teaspoon, and 1/4 teaspoon. When a recipe calls for measuring spoons, take out the whole set.

The Right Way to Measure

DRY INGREDIENTS

Brown Sugar - If brown sugar is lumpy, sift it before measuring. Pack firmly into standard measuring cup so the sugar holds the shape of the cup when it is turned out.

Flour - Lift flour lightly with a spoon into a measuring cup, filling the cup heaping full. Then slide the edge of a spatula across the top to "level off" the extra flour.

Leavenings and spices - Dip dry measuring spoon into baking powder, soda or spice. Fill heaping full, then "level off" lightly with the edge of a spatula.

LIQUIDS

Milk, water, corn syrup, etc. - Place measuring cup on a flat surface (like the countertop) and fill the cup up to the line. Do not hold the cup in your hand as you may tilt it and not get the right amount.

Cooking Equipment

Cake pan - Round or square metal pan used for baking cakes.

Candy thermometer - A special thermometer which can be attached to a saucepan to tell you the temperature of the ingredients in the pan.

Casserole dish - An oven-proof dish used for baking and serving main dishes.

Colander - Large metal or plastic basket with holes in the bottom used for straining foods.

Cookie sheet - Flat rectangular metal sheet without sides used for baking cookies.

Cutting board - Wooden or plastic board used to chop or slice food (so tabletop will not get scratched).

Double boiler - Pot which has two parts. One pot fits on top of the other. Water is put in the bottom pot and brought to a boil while food is put into the top pan to cook.

Egg beater - Hand beater used to beat eggs or other foods.

Frying pan - A heavy shallow metal pan also called a "skillet." It is used for frying food.

Jelly roll pan - A flat rectangular metal baking pan with shallow sides, usually 15 x 10 x 1 inch.

Mixing bowls - Bowls which are used to combine or blend ingredients.

Pancake turner - Wide metal spatula with a handle used to turn pancakes or other foods.

Pastry brush - A wooden handle with soft bristles like a paint brush.

Pot holders (Hot pads) - Cloth insulated pads used to protect your hands when you lift hot pans or utensils.

Rolling pin - Wooden or plastic roller with two handles. It is used to roll dough for cookies or pies.

Rubber spatula - A flexible rubber blade with a handle. It is usually used to scrape a bowl clean.

Saucepan - Pot with a handle used to cook food in.

Sifter - Looks like a large metal cup with a screen on the bottom and a special handle. It is used to sift dry ingredients like flour.

Spatula - A utensil with a handle and a flat end used to slide under cookies on a cookie sheet, spread frosting or level off dry ingredients.

Strainer - A kitchen tool with a fine wire net used for straining liquid from foods.

Wire rack - Metal rack with feet to raise it above the table level. Used to cool cakes, cookies or breads when they come out of the oven.

Kitchen Chatter

Bake To cook by dry heat, as in the oven.

Beat To mix very fast with a beater or spoon; makes a mixture smooth.

Blend To gently mix two or more ingredients together until smooth.

Boil To cook liquid over heat until it is bubbling and steaming.

Broil To cook by direct heat as under a broiler.

Brown To cook food in a small amount of fat until it turns brown.

Chop To cut food into small pieces with a knife, chopper or scissors.

Cool To allow baked foods to come to room temperatures.

Cream To mix ingredients until soft and fluffy.

Cut-in To mix solid fat like shortening or butter into dry ingredients like flour by chopping with two knives or a pastry blender.

Cut into halves To cut food into two equal parts.

Cut into strips To cut food into long, narrow pieces.

Deep-fat fry To cook food in hot fat that is deep enough to cover the food completely.

Dilute To add liquid to an ingredient to thin it.

Drain To pour the liquid off from solid food.

Feeder cap The knob on the blender cap. It comes off so you can add ingredients while blending.

Fry To cook food in hot fat without water or a cover.

Garnish To decorate food to make it look pretty.

Grease To rub a pan with shortening so food does not stick.

Melt To heat food until it is liquid.

Mix To combine ingredients, usually by stirring.

Pinch Less than 1/8 teaspoon. It's just a pinch of a dry ingredient taken between your thumb and forefinger.

Preheat To heat the oven to the temperature the recipe calls for before putting in the food.

Shred To cut food such as lettuce into very thin strips or to shred food such as cheese by rubbing it against a grater.

Simmer To cook in liquid over low heat. The liquid should be almost but not quite bubbling.

Slice To cut food crosswise into pieces.

Stir To mix one or more ingredients in a bowl using a wide circular motion until well blended.

Strain To separate the liquid from solid food using a strainer or colander.

Following A Recipe

Part I

Did you ever think about how much math you do when you follow a recipe? You have to measure the ingredients. That's math. Sometimes you have to double the recipe to make more. That's math. You have to eat the cookies. That's fun!

OATMEAL COOKIES

This recipe makes a batch of about 21 cookies.

1 cup flour
1 teaspoon double-acting baking powder
1/2 teaspoon salt
1/2 teaspoon cinnamon
1/2 teaspoon ginger
1 cup quick-cooking rolled oats
1 cup light brown sugar
1/4 cup vegetable oil
1/4 cup milk
1 egg

Getting Ready

Set the oven temperature to 375 degrees. Grease the cookie sheets well.

Make the cookie batter

1. Get a large mixing bowl. Measure the flour, the baking powder, the salt, and the two spices into the bowl.
2. Measure the rolled oats. (Be sure to have quick-cooking oats, not instant oatmeal.) Pour the oats onto the flour. Stir with a mixing spoon.
3. Pack the brown sugar into a measuring cup and dump it into the mixing bowl. Stir the brown sugar into the dry mixture.
4. Now measure the vegetable oil and pour it in. Measure the milk and pour it in, too. Don't stir yet!
5. Get a cup. Break the egg into the cup, then pour it into the mixing bowl.
6. Now, mix. Stir well. The batter will be hard to stir. Stir until you have a gooey brown batter with no lumps of brown sugar.

Shape and Bake the Cookies

1. For each cookie, scoop out a teaspoonful of batter and push it onto the greased cookie sheet. Leave about 3 inches between cookies. They will spread out as they bake.
2. Put the cookie sheet into the hot oven. They will be done in 10 or 12 minutes. (If you have another cookie sheet, get it ready while you wait.)
3. After 10 minutes, look at the cookies in the oven. They should look like flat, round cakes. If they look nice and light brown, take them out. Use potholders to hold the pan. If they are still pale, let them bake another two minutes.
4. Lift the cookies off the cookie sheet with a spatula and set them on a wire rack to cool. Be careful; they are very soft.
5. Put the next cookie sheet into the oven. You can eat oatmeal cookies as soon as they cool off.

Questions

1. Suppose you double the recipe.

   a. How many cookies can you make? ____________________

   b. How much flour will you need? ____________________

   c. How much salt? ____________________

   d. How much oil? ____________________

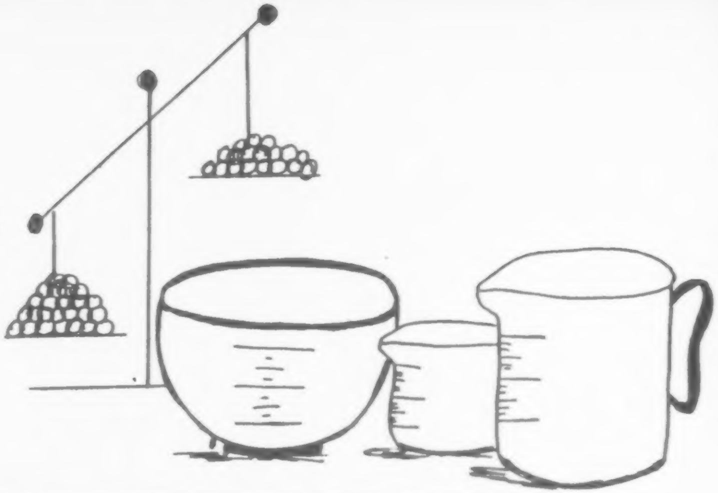
2. Let's say you want to make enough cookies so that everyone in your class can have three each. How would you write this as a story problem?

   ____

   ____

   ____

3. Suppose your oven can bake one batch of cookies at a time. About how long is the cooking time for five batches? ______________



Following a Recipe

Part II

Choose a recipe and write it in the box in the center. Then write what measurements you'd use for half as much, what measurements you'd use for twice as many.

CUT THE RECIPE IN HALF	THE RECIPE	DOUBLE THE RECIPE
CUT THE RECIPE IN HALF	THE RECIPE	DOUBLE THE RECIPE

Now I'm the Cook

When you, the teacher, might use this activity:
Once students have had guided practice following recipes, this independent task allows them to teach other students new skills.

Additional Materials you need to do this activity:
Depends upon which recipes are to be followed.

What might need to be done:
Ask students to bring in their favorite recipe that they can make all by themselves. Ask them to write down all ingredients and directions. Tell them that they will be asked to demonstrate the steps to the group.

Sample recipes include:

PEANUT BUTTER BALLS

2 big T. peanut butter
Cover with white corn syrup
2 big T. oatmeal
coconut or peanuts

1. Mix peanut butter, syrup and oatmeal.
2. Roll into small balls.
3. Roll in peanuts or coconut.

GRILLED CHEESE SANDWICH

1. Get a pan and put it on the stove - medium high.
2. Put 1 inch of butter in the pan.
3. Put 4 slices of cheese between 2 slices of white bread.
4. Put sandwich in butter.
5. Cook on both sides.
6. Cook until golden brown.
7. Let cheese melt.
8. Put on plate and eat it.

MEXICAN RICE

1 cup chopped onion
1/4 cup bacon drippings
1 cup water
2 tsp. salt
1 cup chopped green pepper
1 can tomatoes (8 oz.), cut up
1 1/2 cups uncooked rice
1 tsp. chili powder

GUACAMOLE DIP

4 avocados
1 teaspoon garlic salt
1 teaspoon lemon juice
Serve with tortilla chips

1/2 chopped onion
1 can chopped chili peppers

FUDGE

1 cup peanut butter
1 cup corn syrup
1 1/4 cup dry milk

1 1/4 cup powdered sugar, sifted
1/4 cup cocoa
nuts (optional)

Blend peanut butter and corn syrup in large mixing bowl; add dry milk and 1 cup sugar. Add cocoa. Mix with wooden spoon, then knead until smooth on pastry board lightly covered with remaining 1/4 cup sugar. Top with nuts if desired.

NO BAKE COCOA COOKIES

4 cups sugar
2 cubes (1/2 lb.) butter
1/2 teaspoon salt

1 cup cocoa
1 teaspoon vanilla

1. Bring these to a boil.
2. Add 1 cup of peanut butter.
3. Stir all ingredients together.
4. Then add 6 cups oatmeal.
5. Stir oatmeal in with other ingredients.
6. Drop on wax paper to cool.

"Goody"
Makes 24 big cookies or 36 little ones.

Control Your Own Time (Worksheets pages 470-471)

When you, the teacher, might use this activity:
An excellent activity when teaching time management or calendar concepts:

What might need to be done:
With the class, develop working definitions of the following concepts:

- before
- after
- yesterday
- today
- tomorrow
- how many days until ____________
- days - months - years - seasons
- days of the week, months and seasons of the year in sequence

The teacher, together with the class on the first of each month, charts class projects, assignments, homework, special days, schedules, events, etc. By doing this, a child can visually see what work must be done, what projects need to be completed, what homework is due, changes in schedules, and other time commitments.

Do this activity routinely until students learn to make their own calendar charts and follow through with their own personal responsibilities.

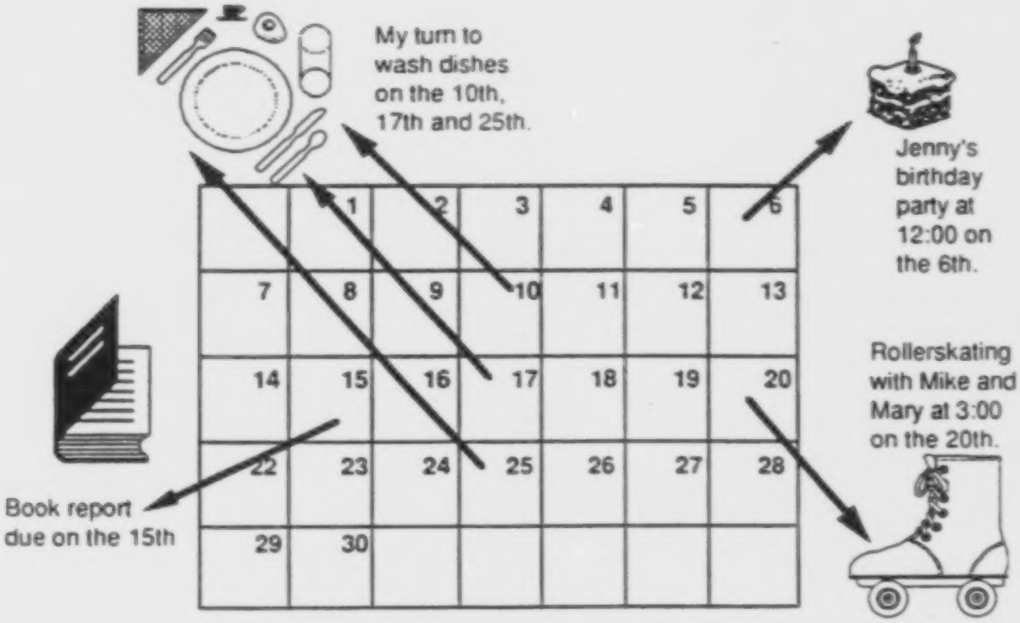
Control Your Own Time

Do you ever have the feeling that everything is coming due at the same time, and you don't know how you'll get it all done? That's the time when planning ahead can help you.

One good way to plan ahead is to keep a weekly or monthly calendar. Write down each thing you have to do under the date on which it has to be done. Then you can see at a glance which days and weeks are really busy and which have some extra time.

If you have a big project due at school, check your calendar to see if you have plenty of time to work on it the week before it's due. If that week looks busy, then get going on your project even earlier. Planning ahead can help you find time for all the things you want to do.

Directions:
Using the worksheet which follows, make up a calendar of your plans for next month. You'll need to put the dates on the lines for the month you're working on.



My turn to wash dishes on the 10th, 17th and 25th.

Jenny's birthday party at 12:00 on the 6th.

Rollerskating with Mike and Mary at 3:00 on the 20th.

Book report due on the 15th

Bonus Fun:
Pick any date on the calendar. Subtract the number above it. Pick another date and subtract the number above it. Do you notice a pattern? Does it always work? Why?

Control Your Own Time

MONTHLY CALENDAR WORKSHEET

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Teacher Preface (Measurement Worksheets pages 473-478)

The most important thing to remember
in the teaching of measurement
is to teach with the appropriate tools;
rulers, tapes, spoons, clocks, yardsticks, scales, etc.

When you, the teacher, might use these activities:
Once students have had the opportunity to use measurements in practical situations, they can begin paper-pencil tasks.

The following are examples of practice sheets used in the teaching of measurement to reinforce learned concepts. They are included to provide you with ideas and suggestions so that you might create your own worksheets to meet the specific needs and levels of your own students.

Exercises include:

Fun Comparing Measures

Rulers Tell the Truth

Think Quick

Make This Clock Show

How Much Time

Calendar Capers

Fun Comparing Measures

Circle your choice in each case.

1. Which is **hotter?**
a. 100 ° F or 82° F
b. 6° C or 40°C
c. 36° F or 19° C

2. Which is **larger?**
a. 1 qt. or 1 pt.
b. 10 gals. or 24 gals.
c. 18 pts. or 4 gals.

3. Which is **taller?**
a. 5 ft. 4 in. or 5 ft. 7 in.
b. 2 ft. or 20 in.
c. 72 in. or 6 ft. 3 in.

4. Which is **later?**
a. Jan. 15 or Jan. 24
b. June 14 or Sept. 1
c. Jan. 4, 1984 or Nov. 18, 1983

5. Which is **quicker?**
a. 10 seconds or 10 minutes
b. 1 hour or 1 day
c. 30 minutes or 1/4 hour

6. Which is **shorter?**
a. 2 in. or 2 ft.
b. 20 yds. or 5 yds.
c. 10 ft. or 6 yds.

7. Which is **longer?**
a. 1 yd. or 1 ft.
b. 20 in. or 46 in.
c. 20 yds. or 17 mi.

8. Which is **heavier?**
a. 3 lbs. or 30 oz.
b. 12 oz. or 40 oz.
c. 8 oz. or 3 lbs.

9. Which is **wider?**
a. 1 m or 4 m
b. 4 in. or 4 ft.
c. 200 cm or 3 m

10. Which is **more?**
a. billions or hundreds
b. millions or tens
c. thousands or ones

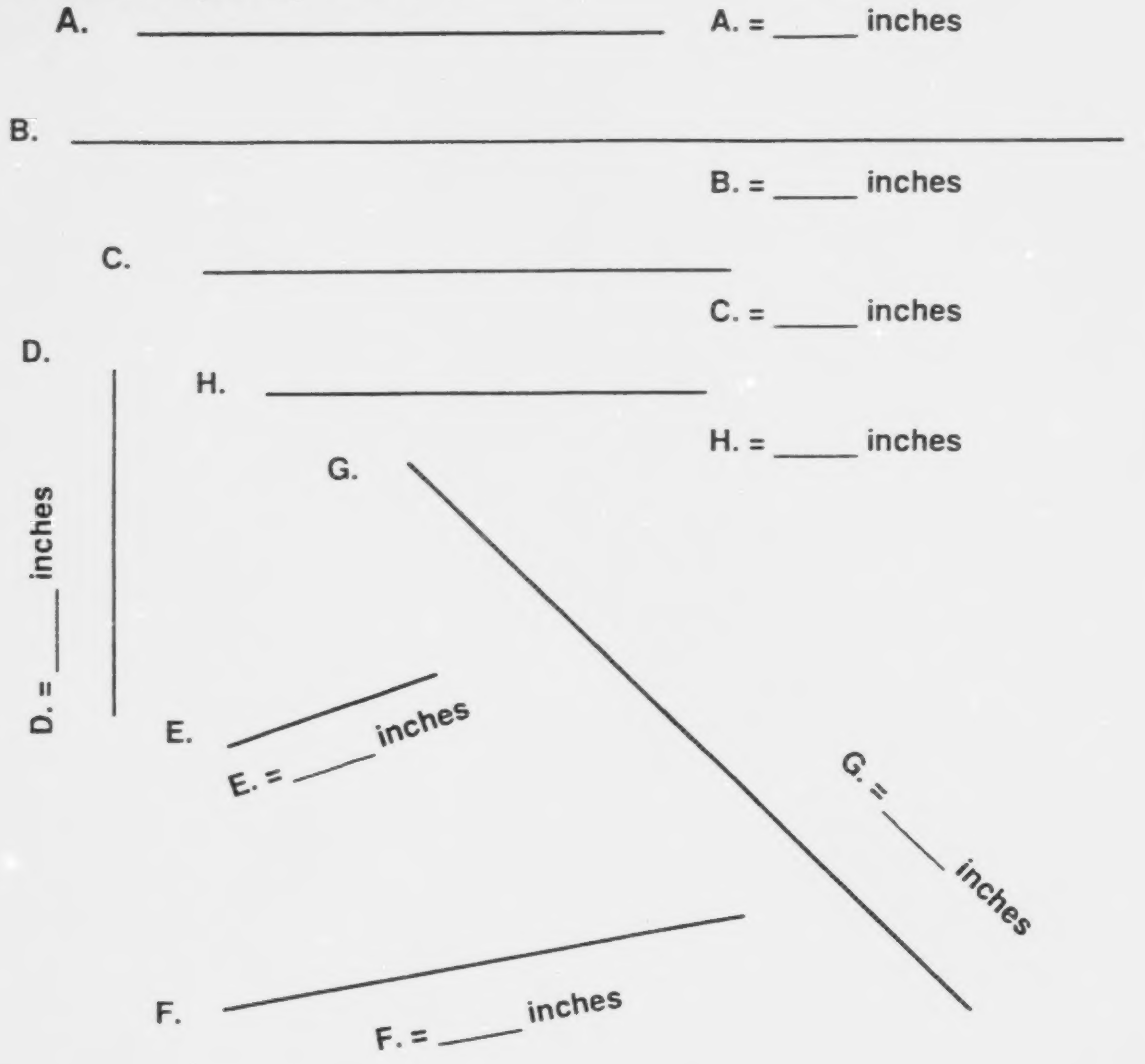
11. Which is **earlier?**
a. 5 a.m. or 10 a.m.
b. 3 p.m. or 6 p.m.
c. June 21 or September 8

12. Which is **fewer?**
a. 10 pieces or 1 dozen
b. 5 pounds or 8 ounces
c. 4 feet or 1 yard

Rulers Tell the Truth

Part I

Place your ruler under each of these lines and record its length in the blank space provided.


A.
A. = _____ inches
B.
B. = _____ inches
C.
C. = _____ inches
D.
D. = _____ inches
H.
H. = _____ inches
G.
G. = _____ inches
E.
E. = _____ inches
F.
F. = _____ inches

Part II

If one inch stands for one foot, how long does each line above represent?

A. = __________ ft.
B. = __________ ft.
C. = __________ ft.
D. = __________ ft.

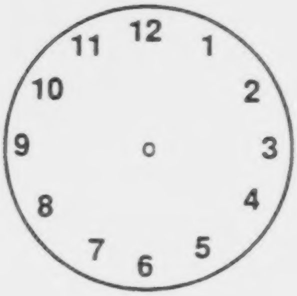
Think Quick

Read the problems carefully. When you think you have the right answer, write it in. Then reread the problem and think about whether your answer makes sense.

1. If six inches were removed from a foot, then _______ inches would be left.
2. If 19 inches were removed from a yard, then ________ inches would be left.
3. If ten inches were removed from a foot, then ________ inches would be left.
4. If nine couples came to a party and seven people left, then ________ people would be left at the party.
5. If four eggs were removed from four dozen eggs, then ________ eggs would be left.
6. If nine ounces were removed from a pound, then ________ ounces would be left.
7. If you ask for a half dozen donuts at Winchells, how many will you get? ________
8. There are 12 cows in the pasture. How many legs are there? ________ . How many tails? ________
9. On the thermometer, do the high numbers indicate warm weather or cold weather? ________
10. Count to 40 by 4's. _________ , _________ , _________ , _________ , _________ , _________ , _________ , _________ , _________ .
11. Name three objects that come in pairs. _________________ , _________________ , _________________ .

Make This Clock Show . . .

Make this clock show 4:00.


12
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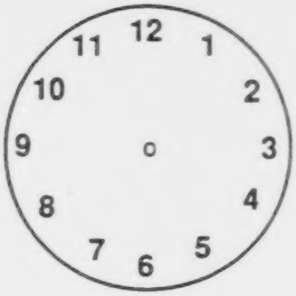
Make this clock show 4:30.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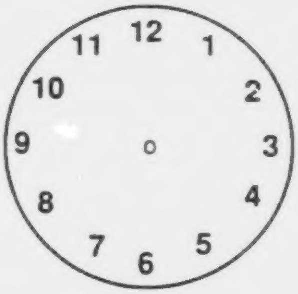
Make this clock show 4:45.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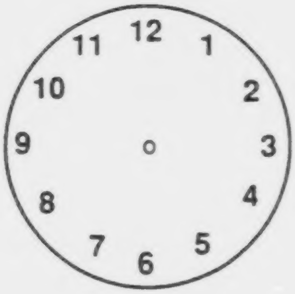
Make this clock show 10:40.


12
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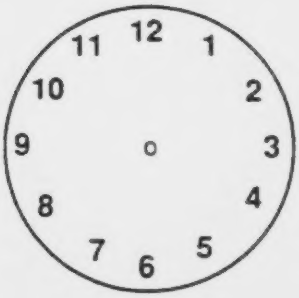
Make this clock show 2:35.


12
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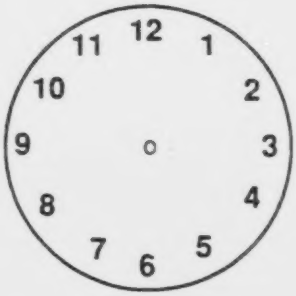
Make this clock show 1:05.


12
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11

How much time?

1. How many minutes between 10:30 and 11:00?

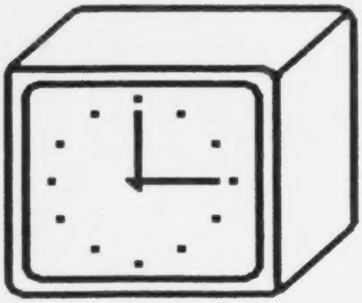
2. How long is it between 4:45 and 5:30?

3. What is the number of minutes between 10:00 and 11:30?

4. How long is it between 11:30 a.m. and 12:30 p.m.?

5. How many hours between 12:30 p.m. and 12:30 a.m.?

6. How much time goes by between 9:00 p.m. and 3:30 a.m?



Calendar Capers

Each student needs to bring a current printed calendar to class. For the month of ____________ can you answer the following questions?

1. How many days of the week have five dates during this month? _____

2. Matt's family plans to leave on vacation on the 16th and return the evening of the 26th. How many days of school will Matt miss? ______________________________

3. Rusty's dog Barney needs medicine for ten days to clear up an infection. He began treatment on the 13th. When will be the first **day** he doesn't have to give his dog Barney medicine anymore? _________

4. The Science Club always meets the third Tuesday of the month after school. What **date** will they meet next month? __________________

5. Wendy has a job baby-sitting after school on Tuesday and Thursday afternoons from 4:00 until 6:00. She gets $2.50 per hour for her work. How much money can she make this month? ____________________

6. On what day of the week does the month begin? __________________

7. Roni's mom gets paid every Friday. How many paychecks will she get this month? ______________________________

8. Craig has a dentist appointment the third Tuesday of the month. What date will he have his dentist appointment? __________________

9. What is the difference between **day** and **date** on a calendar? _______

10. Tommy Thompson works Mondays and Fridays cleaning cages at the animal hospital. How many days will he work this month? ___________

Teacher Tips

Unit IV
Teacher Tips

The preceding activities have been purposefully designed to be used within, and outside, the formal context of a Connections program. The following presents useful information to those professionals who would like to create a Connections program similar to those found in Jefferson County Schools.

Part I	As you begin . . .
Part II	Written Communication
Part III	Evaluation of Effectiveness
Part IV	Adapting the Program to the IEP
Part V	Resources

Part I: As You Begin

Before the teacher begins the Connections Program, he/she should respond to the following 15 questions.

1. Do my students need this program?
2. What students should be in Connections?
3. Where will I hold my program?
4. a. Will I need adult support?
   b. Who will this be? (staff, parents, businesses, aides, etc.)
5. How will I present this program to my administrator or teammate?
6. Will I need additional materials, supplies and resources?
7. a. Will I need additional funds?
   b. Where will these funds come from?
8. Do I have to follow a set curriculum and/or scope and sequence?
9. Can I integrate the Connections concepts into my regular curriculum?
10. How much time should I provide to carry through this program?
11. Can I use Connections goals on my students' IEPs?
12. What commitment will the students and their parents need to make?
13. How will I communicate the Connections goals and program to parents and staff?
14. What help do I need to set up community partnerships?
15. How will I evaluate the effectiveness of my program?

Suggested progression of topics within the Connections program is as follows:

- Awareness and exploration
- Community Guest consultants who come to the classroom
- Field trips out of the classroom and into the community and job sites
- Job shadowing
- Entrepreneurships
    - Build a Business
    - Sell a Service
    - Start a Business

An Outline for a typical Connections class might look like this:

1. Short instructional lesson based on career education concepts, such as job clusters, work vocabulary, safety signs, written forms, consumer math, newspaper activities.

2. Short lesson based on self-assessment. Individual and/or personal activity in student's work packet, i.e., notebooks containing self assessment, values, aptitudes, interests, skills personal choices.

3. World-of-Work activity or career game based on TEAMWORK strategies utilizing cooperative learning, i.e., teacher made materials, kits, commercial games, group and team cooperative games.

4. Social interaction based on application of communication skills, such as role-playing, class or community projects, party planning, guest speaker, or field trip.

Here's Some Tips for Infusing Life Skills into the Regular Curriculum:

- Utilize opportunities that already exist in regular education (i.e., consumer math, home economics, career days, bake sales, school carnivals, school productions, etc.).
- Analyze instructional objectives in regular curriculum to determine functional/life skills application.
- Design activities which correlate to the instructional objective at a variety of levels.
- Incorporate hands-on activities in and out of the classroom environment. Use the community
- Utilize cooperative learning techniques to reinforce academic, career vocational and affective/social skills.
- Take advantage of having two teachers in the room by
  a. Sharing expertise
  b. At times having several instructional activities simultaneously
- Develop a variety of evaluation techniques based on learning objectives, learning style, and academic level of students.

Student Issues

The most important concept you can teach a young child to prepare him/her for the work world is RESPONSIBILITY. This must be taught as you would teach any basic skill:

- Present
- Practice
- Apply
- Evaluate

Responsibility is the ability to: (a) formulate choices through assessment of a given situation, (b) respond appropriately, (c) accept responsibility for one's own behavior, take ownership for that behavior, understand cause and effect relationships, accept and anticipate consequences, and (d) complete tasks.

To gain and maintain student involvement, we offer the following suggestions for teaching and learning in the Connections Program:

1. Explain WHY a concept is necessary and how it will be useful to learn. Explain how the concept relates to what is essential to know as an adult.

2. Teach the necessary life management basic skills.

3. Give practical examples.

4. Practice, Practice, Practice
   Use strategies for all types of learners.

5. Evaluate to see if the child has "got it."

6. Move on or re-teach.
   A student has "got it" when he or she can explain the concept or demonstrate the application or teach it to someone else.

7. Empower students to "take charge"!

As you introduce a Connections program, decide how your students' materials will be kept (notebooks, file folders, clipboards, etc.) Decide where these will be stored and if they will leave the classroom. At the conclusion of the program you will want to encourage your students to keep their materials in a safe place at home. Students can then look at Connections materials each year to see if they are coming closer to meeting their career goals or if they want to change them. This will help students develop a sense of self-control and responsibility because they will have a record of their growth through a organized system of

1. Self-assessment

2. Goal setting

3. Goal-attainment

Part II: Written Communication

The following are samples of letters utilized in organizing a Connections program. Please adapt to the specific needs of your educational setting.

Sample 1

This letter was sent to faculty to introduce the program.

To 4th, 5th and 6th grade teachers:

The Connections Program will have its first meeting on Friday, November 16th. Home Room Teachers are asked to suggest students that they feel will benefit most from the program.

Connections is a 10-week program. Another group of students will have the opportunity to participate during the 3rd or 4th quarter.

Some Issues to Remember

- Please check the times these children will be absent from your class on Friday. If this is not convenient for your program, then you should not recommend a particular student.
- Please be aware that we will be having special activities and field trips which will occasionally take the student from class. I personally feel that a C average is important because Connections will take students from your academic program one hour or more each week for ten weeks.
- Because of the non-traditional activities, field trips, job shadowing experiences and school community partnerships, I must know that the students have the ability to be responsible and safe for themselves and others.

Please list all the names of students you are recommending for the year. If there are too many for the first session, the others will have an opportunity at third or fourth quarter.

Sincerely,

Teacher Forms

The following are sample letters to guide teachers as they organize the Connections program.

Sample 2

ATTENTION: All 4th, 5th, 6th grade teachers.
The Westgate Connections Program will begin this Friday, November 10th, and will continue each Friday at the same times. The following students have been selected as first choice participants:

4th grade 11:15 - 12:00	5th grade 1:15 - 2:15	6th grade 10:00 - 11:00
Stephen	Tara LeAnne	Hank
Dominique	J.R.	Rita
Roger	Kira	Kim
Fahd	Josie	Tony
Andy	Ricardo	Aiesha
Jordan	Chris	Angela
Joshua	Samantha	Kyle
Patrice	Juan	Shanna
Mike	Robert	Sahbeé
Erica	Binh	Jonathan
Nina	Nick	Bryan
Maria	April	Jessica
Manuel	Armando	Conseula

However, final participation in these groups are dependent upon (1) student choice, (2) student behavior, (3) parental permission and (4) completion of a responsibility contract.

We are also conducting a job shadowing experience for a selected group of responsible sixth grade students who are able to do independent study.
Requirements include:

- Student choice
- Identification of a job site - profession - career or vocational skill that the student wants to know more about
- Appropriate maturity and preparation for the experience
- Willingness to interview a community partner
- Willingness to give an oral report to class

If you have an interested student, please have him/her make an appointment with me on any Monday during free time to fill out an application.

Thank you for your cooperation,

Connections Coordinator

Sample 3

Teachers might give out overview information for parents prior to the beginning of the program. This form could be sent home with students to be returned before the first class.

Dear Parents,

Please find enclosed a brochure explaining a new and exciting educational program offered at Westgate Elementary for 4th, 5th and 6th grade students. Your child has expressed an interest in participating.

"Connections" will be offered each Friday for one hour during the school day. Student commitment and parental consent are part of the program. If you would like your child to participate in this unique experience, please sign below indicating your agreement with the following requirements:

Student Responsibilities:

1. I will attend ten meetings and then make a decision to continue the program or not.
2. I will be responsible for weekly homework assignments.
3. I will make one observation of, or do research on a career interest of my choice.
4. I will make a team presentation on a vocational or business interest of my choice.
5. I will write one business letter or request and one "thank you" letter.
6. I will demonstrate appropriate behavior at all times on field trips, business job sites and with guest consultants.

Students who complete the Connections course and fulfill all requirements will receive an award and certificate of completion, as well as recognition of extended learning of the regular academic curriculum.

Parent Consent:

Please initial before each statement and sign as indicated.
1. ____ I understand that field trips are a part of this program, and that my child may be riding in private cars driven by school personnel.
2. ____ I understand there is a $1 fee to be used for supplies and snacks, and there may be a small charge for field trips.

I would like my child to be a member of the Connections program and give my permission for him/her to participate.

____
Parent Signature

Sample 4

Teachers should hand out this type of student contract and review it with students during the first class meeting.

Connections
Contract for Grade

In this course, you have the option to contract for an A, a B or a C. This grade will be put on your report card. The following are the requirements you have to complete to get each grade:

A:
- **Attend all classes.**
- Complete all homework.
- Attain 95 percent of the possible behavior points.
- Invite a guest speaker or complete a written report on which you receive an "A" grade.
- No dismissals for discourteous behavior.

B:
- **Attend all classes.**
- Complete 80 percent of all homework.
- Attain 85 percent of the possible behavior points.
- Invite a guest speaker or complete a written report on which you receive a "B" grade.
- No more than one dismissal for discourteous behavior.

C:
- **Attend all classes.**
- Complete 70 percent of all homework.
- Attain 75 percent of the possible behavior points.
- Invite a guest speaker or complete a written report on which you receive a "C" grade.

** No "D's or "F's accepted!

Before you sign this contract, there are two things that you need to know:

1. There is one main rule for this class: **BE COURTEOUS!**
2. You will receive one warning if you are not being courteous. If you have to be warned again, you will be dismissed back to your class.

Student Signature ______________________ Date ______________

Teacher Signature ______________________ Date ______________

Sample 5

Connection's Student Guidelines

1. Be on time.
2. Participate (at least once)
3. Work cooperatively with your team.
   This means:
   a. NO put-downs
   b. Contribute good ideas
   c. Interact with all team members
4. Demonstrate ""Work World" behavior.

   Poor classroom behavior will be examined in the following manner: "What exactly do you think would happen if you acted this way on the job?"

5. Make good use of your time.

Student Signature ____________ Date ____________

Teacher Signature ____________ Date ____________

Sample 6

Teachers can use this type of announcement to tap resources around the community.

Dear __________,

Connections is an exciting and innovative educational program in Jefferson County, designed specifically for ELEMENTARY age students. This program creates opportunities for young children to develop community work awareness skills for successful living.

The Goals of the Connections program include:

1. To assist students in recognizing skills essential for success in future employment.
2. To expose students to an awareness of their own interests, abilities, and personal choices.
3. To improve students' academic and social communication skills.
4. To develop life management skills necessary for future independent living.
5. To develop school/community partnerships.

The Activities of the program include:

- Field trips to community businesses
- Demonstrations at school by workers from the community
- "Hands on" classroom assignments
- Application of life management skills in the REAL world
- "Job-Shadowing" experiences at community sites
- Experiences in beginning entrepreneurship
- Social skills demonstrations and practice activities
- Designing vocational notebooks
- Planning computerized graphic arts for mock advertising

In this shared educational venture, Connections provides classroom learning experiences to complement community exploration. In order to make this program most meaningful, we need your help.

- -

VOLUNTEERS ARE NEEDED

As a community helper, I feel that I have something to offer young people regarding career exploration:

______ I can present a work demonstration at school.

______ I can help a student with a brief on-site job observation.

______ I can come to the school and talk to students about my job/career/profession.

______ I can offer a field trip site for elementary students.

Name: ______________________________

Business: ______________________________

Address: ______________________________

Phone: ______________________________

Molholm School 237-9504 Pennington School 422-3401 Westgate School 986-9507

Sample 7

At the close of the program, a letter home helps.

Dear Parents,

The Connections program for your child has ended for this year. On the attached sheet are listed some of the skills our class practiced. I wish we could have had more time. If your child enjoyed Connections, please encourage him/her to inquire about it next year in 5th grade.

As you know, our two goals in Connections are both to help students recognize the basic skills necessary for future employment success, and to incorporate life management skills into the elementary school curriculum. Through this program, students are already developing future job skills, such as taking responsibility, punctuality, creating a neat appearance, demonstrating pride in work, working with money, and perhaps most important to job success - being able to get along with peers and with authority figures.

I would like to thank you for the support you have shown in preparing your child for a responsible and successful adulthood. I know it wasn't always easy. Thanks also for supporting your child's school and school programs. Please call with any comments or questions.

Sincerely,

Sample 8

A good method for making parents aware of what's been accomplished;

Can You Believe We Did All This?

- Learned about filling out job applications
- Made decisions and carried out responsibilities

- Explored our own characteristics and interests which will lead to lifetime success
- Listed jobs and job skills

- Gained skills in listening to and interviewing business people and guest speakers
- Learned about Colorado history and fur trappers through our guest speakers

- Observed job duties at Domino's Pizza
- Showed responsibility on a walking field trip

- Worked on teams
- Practiced social skills which are so important on a job

- Played games involving survival skill words and careers
- Had fun with kids from other fourth grade classes

- Made milkshakes and cleaned up
- Practiced a job interview

- Improved reading, writing and speaking skills

Part III: Evaluation of Effectiveness

The life long learning outcomes for the Connections Program include:

- Acquiring a marketable skill or knowing how to get one.
- Awareness of the skills to become self supporting.
- Awareness of the skills for living safely and independently.
- Managing personal life with success and contentment.

The following are various evaluations for both students and teachers. These can be used as formative or summative evaluation tools, depending on teacher needs. Keep in mind that questions may need to be read to students.

Pre/Post Evaluation #1

At the beginning and end of the program teachers should ask students to respond to two questions in writing:

1. Name 30 different careers.
2. What would you like to be? Why?

Teachers should collect student responses. Examine and compare student responses before and after completion of the Connections program with these questions in mind:

1. Were initial career choices and lists limited to careers of parents and those typical of your community?
2. Were some students unable to list 30 careers?
3. Were career lists narrow in range?
4. How many and what types of stereotypes were evident initially?
5. Has overall career awareness expanded?
6. What changes did you notice in students' ability to respond after completing the unit?

Pre Evaluation #2

How Many Occupations Can You List in Five Minutes?

__________ __________ __________

__________ __________ __________

__________ __________ __________

__________ __________ __________

__________ __________ __________

__________ __________ __________

__________ __________ __________

__________ __________ __________

__________ __________ __________

__________ __________ __________

__________ __________ __________

__________ __________ __________

Now go back over your list and star five occupations you would like to learn more about.

Post Evaluation #2

Now that you have completed a semester of Connections, write down all the areas you are interested in learning more about. Try to think of at least 10.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

Compare this list with your starred occupations from earlier in the year. Have you changed your mind on any? Added any? Still interested in some? Keep up the good work! You're learning about yourself and the World of Work. That's what's important!

Pre/Post Test #3

Please answer the following questions:

1. What is an occupation?

____

____

2. Why are social skills important on a job?

____

____

3. When should you start working on the social skills you need on the job?

____

____

4. Is there an exact age to decide what you'll be when you grow up?

____

____

5. How should you decide?

____

____

6. What skills/experiences do you have right now that will help you on a future job?

____

____

Answer key to Pre/Post Test #3

What is an occupation?

A person's profession, job

Why are social skills important on a job?

Most jobs in the future will require that you work with other people on teams or in pairs. Few jobs will allow you to work without interacting with anyone. An employer is usually willing to train you and allow you time to learn a job if you are motivated and able to get along well with him and with others. However, an employer is not usually willing to take time with someone who does not get along with others, causes fights and/or makes the workplace an unpleasant place to be.

When should you start working on the social skills you need on the job?

Yesterday!! The sooner the better!!

Is there an exact age to decide what you'll be when you grow up?

Absolutely not. People not only decide at all different ages how they will earn a living, but most people change their occupations three to five times in their lives.

How should you decide?

Get information from as many places as possible - your parents, school, relatives, neighbors, counselors, friends. Or volunteer, job shadow, observe.

What skills/experiences do you have right now that will help you on a future job?

Are you dependable? Do you get along with others? Do you listen to directions? Do you know how to run some basic machines (computers, dishwashers, vacuums, calculators)? Can you work well with money? Are you on time? Are you well groomed?

Pre Evaluation #4

1. What is the KEY to a successful career?

2. What have you learned at school that will help you most in your success on a job?

3. What tasks does your father do in his job?

   What tasks does your mother do in her job?

4. Have you ever talked with anybody about going to college? ________
   Have you ever talked with anybody about the kind of work you will do as an adult? ________
   Have you ever talked to anybody about how your future will be different than it is now? ________

5. Give three reasons WHY it is important to do well in school:

6. What will be MOST important to you when you get a job?

Post Evaluation #4

1. In your own words, explain the reasons people work.

2. What advantages are there to staying in school?

3. List three new jobs you learned about.

4. What suggestions could you make to help the Connections program be even better?

5. How has Connections helped you this year become more aware of your future?

Pre/Post Evaluation #5

The teacher should ask students to define the following terms. Make one set of colored "term" cards and one set of colored "definition" cards. Ask students to match the term with the definition, the definition with the term. Each time this activity is done, it can be timed. Students are to beat their previous record. Such informal evaluation of student responses will allow the teacher to gauge learning and confidence level.

Application Form:
A form you fill out when you apply for a job.

Career Goal:
An idea of the kind of work you want to do.

Employer:
A person or company that hires you.

Employment:
An occupation or job.

Entry Level Job:
A first job, beginning job in a company.

Interests:
Activities or hobbies you enjoy.

Interviewer:
The employer or person asking an applicant questions.

Interviewee:
The employee or person answering questions.

Job Clusters:
A group of jobs that are similar.

Job Resources:
A way to find out about job openings.

Occupation:
The kind of work a person does.

Personal Data Sheet:
A form you fill out to give to an interviewer before you are interviewed.

Personnel Office or Employment Office:
A place where you take an application and have an interview.

Wage:
Money paid by the hour for the work that you do.

Want Ads:
The section of the newspaper where job openings are listed.

Work Values:
The things you do that an employer thinks are important for you to be a good employee.

Work Experience:
Job training you get by working on the job.

Work Skills:
Things you can do without help

Yellow Pages:
The name of the telephone directory where businesses are listed by name, address, and phone number.

Pre/Post Evaluation #6

Teachers respond to the following.

Responsibility	Yes	No
1. Dresses appropriately for different activities		
2. Arrives at the right place at the right time		
3. Finishes work assignments on time		
4. Works at a task until it is completed or until it is the appropriate time to stop		
5. Has a good attendance record		
6. Accepts responsibility for learning new skills in order to improve his or her work		
7. Can work without the help of others		
8. Obtains and arranges materials needed to perform a task		
9. Is willing to perform a task that must be done, even if it is difficult or unpleasant		
10. Adjusts well to new methods, plans and schedules		
Total Checks in Each Column		

Personality	Yes	No
1. Gets along with most people		
2. Has a good sense of humor		
3. Makes friends easily		
4. Identifies and accepts praise from others appropriately		
5. Considers how others may react before saying something		
6. Accepts and adjusts to changes		
7. Controls his or her temper		
8. Recognizes his or her weaknesses and attempts to correct or adjust to them.		
9. Accepts criticism in an appropriate manner		
10. Is willing to try a new task or skill		
Total Checks in Each Column		

Attitude	Yes	No
1. Applies himself or herself when given a new task		
2. Is willing to help others		
3. Accepts responsibility for his or her actions		
4. Accepts criticism without pouting or getting angry		
5. Respects and is concerned about the rights and feelings of others		
6. Respects the value and need for rules		
7. Has initiative and ambition to achieve		
8. Is honest and trustworthy		
9. Has a cooperative attitude		
10. Is willing to share knowledge and materials in a group situation		
Total Checks in Each Column		

Part IV: Adapting the Program to the IEP

This section is designed to assist teachers and students in writing IEP goals and objectives that integrate and implement the Connections program.

(We saved this, the best until last, because the authors know that this is the job teachers love the most!)

Most elementary Individual Educational Programs (IEPs) are written in terms of academic objectives. It is very simple to translate basic skills into work-related and job-oriented competencies.

The major goals that are usually included on all IEPs include:

- *Attendance*
- *Responsibility*
- *Time On-Task*
- *Task Completion*
- *Setting Goals*
- *Meeting Time Limits*
- *Appropriate Behavior*
- *Appropriate Reaction to Authority*

These are the same attributes that teachers and employers want from their students and employees.

The attached pages of objectives for the elementary school student are very important in planning your Connections program as well as preparing your students' IEPs. These can guide teachers and their students in setting up a career-awareness program that meets the specific needs of special groups of students.

The next page includes the specific skill components (objectives) addressed under each goal.

CLASSROOM SURVIVAL SKILLS – RESPONSIBILITY FOR OWN LEARNING – JOB READINESS SKILLS

Responsibility

- Listens
- Follows directions and rules
- Completes assignments
- Seeks help
- Maintains neat appearance
- Works safely
- Demonstrates honesty
- Demonstrates pride in work
- Brings homework

Responsibility (cont.)

- Records homework assignments and date due
- Respects others' property
- Ignores distractions
- Self-starts; shows initiative
- Is punctual and attends daily
- Uses time productively
- Plans work and meets deadlines

Cooperative Learner

- Works on a team
- Contributes to discussion
- Accepts group's decision
- Joins in
- Is flexible
- Is cooperative
- Gives/accepts feedback

Goal Setting

- Sets goals
- Self-evaluates
- Self-corrects
- Demonstrates positive attitude
- Works independently
- Takes responsibility for own actions

Interpersonal Skills

- Gives eye contact
- Greets and responds to greeting
- Begins/ends a conversation
- Accepts/gives compliments
- Gives/asks favors
- Disagrees appropriately
- Is tactful
- Gives/accepts apologies
- Shares
- Uses manners
- Offers help to adults/peers
- Has interview skills
- Shakes hands
- Introduces self

Using Learning Strategies

- Knows own learning style
- Skips and comes back when stuck
- Uses context for meaning
- Adapts task to own learning style
- Reads on, re-reads
- Finds key words
- Underlines key words if possible
- Studies bold type, titles, keys, legends, labels, captions, graphs first
- Skims/Scans text for info.
- Reads questions first
- Proofreads ALL work
- Uses part of question to start complete sentence answer

Uses Tools and Equipment

- Typewriter
- Computer/printer
- Microscope
- Compass/Ruler/Protractor
- Calculator
- Scales

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Lakewood, Colorado

AFFECTIVE EDUCATION

Skills for Dealing with Feelings

- Knows own feelings
- Expresses own feelings
- Recognizes others' feelings
- Shows understanding of another's feelings
- Expresses concern for another
- Deals with anger
- Deals with another's anger
- Expresses affection
- Deals with fear
- Rewards yourself

Skill Alternatives to Aggression

- Uses self-control
- Asks permission
- Responds to teasing
- Avoids trouble
- Stays out of fights
- Problem solves
- Accepts responsibility for own behavior
- Deals with an accusation
- Negotiates

Skills for Dealing with Stress

- Deals with boredom
- Decides what caused the problem
- Makes a complaint
- Answers a complaint
- Deals with losing
- Shows sportsmanship
- Deals with being left out
- Deals with embarrassment
- Reacts to failure
- Accepts NO
- Says NO
- Relaxes
- Deals with group pressure
- Deals with wanting something that isn't his or hers
- Makes a decision
- Is honest

These are specific skill components which may be included in IEP goals and objectives concerning these areas:

FUNCTIONAL/CONSUMER ACADEMICS
CONNECTIONS BETWEEN HOME, SCHOOL AND COMMUNITY

Functional Math

- Knows importance of math to job/life
- Figures hours/pay
- Counts money
- Estimates purchases/plans purchases within $ available
- Estimates tax/tip
- Completes check/deposit slip
- Records in register
- Completes register math
- Knows parts of a paycheck
- Endorses paycheck
- Measures by cups, spoons
- Measures with ruler, meter stick, tape measure
- Uses calculator
- Estimates for all purposes

Functional Reading

- Knows importance of reading and comprehension to job/life
- Reads and comprehends menus
- Reads and comprehends newspapers
- Reads and comprehends graphs
- Reads and comprehends charts
- Reads and comprehends maps
- Reads and comprehends for pleasure
- Reads and comprehends rules
- Reads and comprehends directions
- Reads and comprehends recipes
- Reads and comprehends community signs
- Reads and comprehends schedules
- Reads and comprehends want ads

Functional Writing

- Knows importance of writing to job/life
- Completes applications
- Completes checks/registers/ deposit slips
- Writes letters
- Addresses envelopes
- Writes thank you notes
- Writes post cards
- Writes greeting cards
- Writes memos/messages
- Writes picture captions
- Writes news articles
- Writes directions
- Writes interview notes
- Completes time card
- Writes self-evaluations
- Writes for personal use/pleasure
- Writes invitations
- Writes lists
- Writes reports
- Writes expository text (sequential, comparison, descriptive, enumerative, cause-effect, problem-solution)

LIFE SKILLS OBJECTIVES

Demonstrates Awareness Of:

- The concept of life skills
- The concept of life-long learning
- The connection between learning at home, at school, and in the community
- Occupational vocabulary
- Occupational areas
- Common characteristics of all good workers

Student Will Explore:

- His/her own characteristics which will lead to lifetime success
- His/her own interests
- Community business sites

Student Will Gain Skills In:

- Interviewing business owners and guest speakers
- Observing job duties
- Sharing information learned

Sample IEP Objectives

Academic Skills:

1. The learner will be able to tell time by the **hour, 1/2 hour, five minute** intervals, with _____% accuracy. (circle one)
2. The learner will demonstrate skills such as placing words in alphabetical order, finding hidden words, and unscrambling words by completing work sheets with _____% accuracy.
3. The learner will be able to write full name in cursive.
4. The learner will be able to count money up to the amount of _____ and give change for _____ with _____% accuracy.
5. The learner will be able to state name, address, city, state, zip code, telephone, age, birthdate, birthplace, school, teacher, sex, race and parents' names with _____% accuracy.
6. The learner, (with/without the use of a chart), will write name, address, city, state, zip code, telephone, age, birthdate, birthplace, school, teacher, sex, race, and parents' names with _____% accuracy.

Study Skills:

1. The learner will evaluate his/her task performance _____% of the time through oral evaluation.
2. The learner's self-evaluation will correlate with the teacher's evaluation _____% of the time.
3. The learner will remain at assigned task _____% of the time.
4. The learner will complete assigned tasks according to the criteria of the teacher _____% of the time.
5. The learner will identify _____ out of 10 work skills common to school and home.

Transition Awareness:

1. The learner will state the occupation and job tasks held by each family member employed with _____% accuracy.
2. The learner will name _____ tasks he feels proficient enough in to offer assistance to another student.
3. The learner will be neat in appearance, (hair, nails, body, clothes), _____% of the time.
4. The learner will name _____ out of 10 responsibilities of workers, (e.g., punctuality, following directions, completing job, looking neat, and behaving properly).
5. The learner will name _____ advantages of working, (e.g., praise, pride, pay, privileges, and approval).

Pre/Post Evaluation of IEP Goals and Objectives

Directions: Please indicate (yes, no) on the following items.

Worker Behaviors

Does/Can the Student:	Yes	No
1. Work independently until he/she completes the task?	_____	_____
2. Work at an acceptable rate?	_____	_____
3. Produce accurate work?	_____	_____
4. Take pride in own work?	_____	_____
5. Change behavior after criticism?	_____	_____
6. Ask for help when he/she doesn't understand work?	_____	_____
7. Work for sense of accomplishment?	_____	_____
8. Adapt to changes in work routine?	_____	_____
9. Follow directions concerning job?	_____	_____
10. Learn new tasks through demonstrations?	_____	_____
11. Understand danger signals?	_____	_____
12. Understand work rules?	_____	_____
13. Observe work regulations?	_____	_____
14. Understand why it is important to be responsible at work?	_____	_____
15. Have manipulative skills needed for occupations of interest?	_____	_____
16. Identify why people work?	_____	_____
17. Demonstrate knowledge of the value of work?	_____	_____
18. Identify what he/she likes to do?	_____	_____

Behavior

Does/Can the Student:	Yes	No
1. Show respect for property of others?	_____	_____
2. Respond appropriately to constructive criticism?	_____	_____
3. Be responsible for own behavior?	_____	_____
4. Adhere to rules at school/work?	_____	_____
5. Remain in chair or at workstation during designated periods?	_____	_____
6. Refrain from engaging in disruptive behavior?	_____	_____
7. Interact appropriately with students and adults in the community?	_____	_____
8. Accept criticism, penalty, praise from authority figures?	_____	_____
9. Initiate contact with authority figures when a problem arises?	_____	_____
10. Demonstrate helping behaviors?	_____	_____
11. Return to work promptly after breaks or recess?	_____	_____

	Yes	No
12. Transfer learning to new setting?	_____	_____
13. Comply with instructions in a timely manner?	_____	_____

Independence and Self-Help Skills

Does/Can the Student:

	Yes	No
1. Take care of him/herself?	_____	_____
2. Make decisions independently?	_____	_____
3. Follow time and instructions to go from place to place?	_____	_____
4. Know what to do in case of emergency?	_____	_____
5. Use time constructively?	_____	_____
6. Exhibit appropriate assertive behavior?	_____	_____
7. Demonstrate good grooming habits for school/work?	_____	_____
8. Take care of personal hygiene needs independently?	_____	_____
9. Demonstrate appropriate gender-specific behavior?	_____	_____
10. Interact appropriately with same-sex, different-sex peers?	_____	_____
11. Dress appropriately for school/work?	_____	_____
12. Know what to do if lost?	_____	_____

Functional Academics

Does/Can the Student:

	Yes	No
1. Use money (make change, buy items)?	_____	_____
2. Apply basic academic skills in real life situations?	_____	_____
3. Discriminate colors, shapes, lengths, diameters, sizes?	_____	_____

Adapted with permission from 1984 Hartley, Horiuchi, Mithaug, Paulson, Glandt

Student IEP Goals and Objectives

To allow students to participate in the writing of their own IEPs and to make a personal commitment in achieving their own goals.

Part I

What might need to be done:
Ask students to work in small teams or as a group and brainstorm all of the goals that a student (their age) might like to accomplish this year. Student recorders write the information discussed within each group and the teacher compiles it. Each student then selects three to six goals from the list that he feels he can commit to in a contract for a certain time frame. These goals are then approved by parent and teacher so that the child receives solid support and assistance in completing his own personal goals.

Sample student-initiated goals

- learn to get along better with my teachers or adults
- increase my reading level to _____
- increase my spelling level to _____
- know and remember all of my math facts
- learn to multiply to 10
- learn two and three digit multiplication and division
- read good stories out of magazines and adult books
- read long hard words in a story
- learn to write neat cursive
- be able to read my own writing
- make better grades in __________
- learn to count money and to make change up to __________
- find words in the dictionary fast, and without help
- learn all 50 states of the U.S.
- use capitals and all punctuation correctly in all my writing
- write a good story and be able to read it
- be able to read and then know what I read
- follow directions (written or verbal) without forgetting them or needing help
- read all public signs and road signs
- correct my own mistakes and know when I make them (proofreading)

Part II

The teacher needs to guide students in doing a thorough examination of the different areas of their lives to determine the most appropriate and meaningful individual personal growth goals. Explain to students that the purpose of your program is to support their personal and academic growth. Explain that goal setting is the first step toward growth and that everyone in the program has areas wherein they would do well to grow.

Distribute Goal Setting Worksheets to students. Ask each student to read it over with you as you read the goals listed on the worksheets. Students then choose goals and objectives which they recognize as appropriate for their needs. Ask each student to identify three goals toward which he/she would like to grow. (Ask for suggestions from peers for those students who can identify none.) Ask the students to circle the goal numbers of the three they choose. Ask each student to read quietly the suggested objectives listed under each goal and to place an X in front of two or three objectives he/she will do to help him/her self reach that goal. Students declare their goals and develop a plan for their achievement. Parents should review the goals selected by the student and accept, reject or suggest alternatives. Peers of the student will be given opportunities to support him or her in achieving the goals by offering specific forms of help. (For example: "I will work with Elroy on his organization skills."; or "I will tell Elroy in a nice way when he is beginning to get himself all worked up over little things.")

Learning Innovations, used with permission by the Colorado Department of Education

Goal Setting Worksheet

Choose three to five of the following goals for yourself. Also choose two or three objectives for each goal that explain how you intend to reach your goal. These specific skills correlate directly with the job skills employers request.

1. To improve my ability to control my impulses by:

- ☐ A. raising my hand, not interrupting in class
- ☐ B. thinking before I talk
- ☐ C. sticking to the topic during discussions
- ☐ D. staying on task for 30 minutes during group or private study
- ☐ E. stopping myself from making inappropriate noises
- ☐ F. predicting the consequences of my actions
- ☐ G. other ____________________

2. To become more responsible for myself by:

- ☐ A. completing assignments
- ☐ B. completing chores around the house
- ☐ C. arriving on time to classes
- ☐ D. bring materials to class
- ☐ E. asking for assistance when I need it
- ☐ F. relying on myself whenever possible
- ☐ G. admitting my part in a mistake rather than blaming
- ☐ H. remaining calm and patient while waiting for assistance
- ☐ I. resolving disagreements by talking them out
- ☐ J. making requests, compromises or verbal agreements
- ☐ K. other ____________________

3. To improve my ability to communicate well by:

- ☐ A. listening carefully to others, not interrupting
- ☐ B. making short, clear requests of people and not just complaining
- ☐ C. responding to questions with clear, direct, honest remarks
- ☐ D. using language appropriate to the situation
- ☐ E. sharing ideas, opinions and feelings in group discussions
- ☐ F. stopping myself from using verbal put-downs or harassment
- ☐ G. recognizing and sharing feelings when appropriate
- ☐ I. telling others exactly what I think I need
- ☐ J. letting others know that I understand what they think and how they feel through verbal feedback
- ☐ K. opening conversations appropriately with others
- ☐ L. other ____________________

4. To improve my ability to get along with others by:

☐ A. recognizing and acknowledging the rights of others
☐ B. showing understanding of and respect for the feelings and opinions of others
☐ C. inviting others to do things with me
☐ D. working cooperatively on assignments or projects with others
☐ E. communicating my needs to others in appropriate ways such as sharing feelings and making requests
☐ F. refraining from fighting with others whenever possible
☐ G. other ______________________________

5. To improve my opinion of myself by:

☐ A. taking positive risks; doing worthwhile activities that I usually avoid
☐ B. acknowledging myself when I do a good job
☐ C. comparing myself and my successes not to others but to previous attempts of my own
☐ D. recognizing and acknowledging those qualities about me that make me likable and valuable to others
☐ E. being myself - letting others know my true feelings, thoughts, opinions and values
☐ F. accomplishing tasks that require self-discipline
☐ G. developing a clearer sense of my own true values, opinions and feelings
☐ H. other ______________________________

6. To improve my ability to solve my own problems by:

☐ A. learning a problem-solving system
☐ B. learning to wait for my feelings to calm down before taking action or deciding on a solution
☐ C. asking for advice or information before acting to solve difficult problems
☐ D. taking steps to become independent in ALL appropriate areas such as getting up in the morning, recording school assignments, getting household chores done, attending to personal hygiene, etc.
☐ E. other ______________________________

7. To increase my ability to handle school by:

☐ A. organizing my school work daily
☐ B. recording all school work assignments and projects
☐ C. asking questions as needed
☐ D. staying after school for extra help
☐ E. calling on friends to help as needed
☐ F. making myself complete assignments even when I don't feel like it
☐ G. turning in assignments on time
☐ H. working to understand what is being taught
☐ I. getting to know my teachers personally and letting them know me
☐ J. turning in assignments that may not be perfect
☐ K. other ______________________________

Part V
Resources

Connections Materials adapted from

Peak Potential, Inc.
Box 1461
Loveland, CO 80539

Ideals Publishing Corporation
P.O. Box 140300
Nashville, TN 37214

TEACHERS
P.O. Box 398
Manhattan Beach, CA 90266

Resources, Title IX Line,
Winter, 1986, Center for Sex Equity in Schools,
University of Michigan

Resources for Conflict Mediation/Problem Solving

Smart Choices Game
Trend Enterprises, Inc.
P.O. Box 64073
St. Paul, MN 55164

Consequences Cards
Sensitivity Cards
Argus
P.O. Box 6000
Allen, TX 75002

Looking Ahead
If I Were a Parent
Jefferson County Public Schools District R-1
1829 Denver West Drive
Golden, CO 80401

Catalog List
For materials related to the Connections Curriculum
(Compiled from 1991-92 samples)

AGS
American Guidance Service
4201 Woodland Road, P.O. Box 99
Circle Pines, MN 55014-1796
800-328-2560

BICEP
Career Education Resource Center
Barnstable High School
744 West Main Street
Hyannis, MA 02601
617-771-1721

Britannica
Encyclopedia Britannica Educational Corporation
310 S. Michigan Avenue
Chicago, IL 60604
800-554-9862

Childcraft
Education Corp.
20 Kilmer Road
Edison, New Jersey 08817
908-819-3454/800-631-5652

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
(The ERIC Clearinghouse on Handicapped and Gifted Children)

Colorado Alliance of Business
600 Grant Street, Suite 204
Denver, CO 80203
303-832-9791

Colorado Department of Education
Special Education Services Unit
201 E. Colfax Avenue
Denver, CO 80203

Curriculum Associates, Inc.
5 Esquire Road
North Billerica, MA 01862-2589
800-225-0248

DLM
P.O. Box 4000, One DLM Park
Allen, TX 75002
800-527-4747

EBSCO Curriculum Materials
Div. of EBSCO Industries, Inc.
P.O. Box 486
Birmingham, AL 35201
800-633-8623

EDMARK
P.O. Box 3218
Redmond, WA 98073-3218
800-426-0856

Educational Design, Inc.
47 West 13 Street
New York, NY 10011
800-221-9372

Educational Insights
19560 S. Rancho Way
Dominguez Hills, CA 90220
800-933-3277

Family Communications, Inc.
4802 Fifth Avenue
Pittsburgh, PA 15213
412-687-2990

Fearon/Janus
500 Harbor Blvd.
Belmont, CA 94002
800-877-4283

Good Apple
1204 Buchanan St., Box 299
Carthage, IL 62321-0299
800-435-7234

Harvest Educational Labs
73 Pelham Street
Newport, RI 02840-0113
401-846-6580

Ideal School Supply Company
11000 South Lavergne Avenue
Oak Lawn, IL 60453
800-323-5131

Kids in Between
2229 Park Avenue
St. Louis, MO 63104
314-771-4769

KIMBO Educational
Dept. P
P.O. Box 477
Long Branch, NJ 07740-0477
800-631-2187

The Learning Works
P.O. Box 1370
Goleta, CA 93116

Love Publishing Company
1777 South Bellaire Street
Denver, CO 80222
303-757-2579

Lyons
2415 Industrial Parkway
P.O. Box 1003
Elkhart, IN 46515
219-294-6602

Macmillan/McGraw-Hill
School Division
6510 Jimmy Carter Blvd.
P.O. Box 319
Norcross, GA 30091
800-442-9685

Milton Bradley Company
A Division of Hasbro, Inc.
P.O. Box 2888
Springfield, MA 01102-2888

Monthly Review Foundation
122 West 27 Street
New York, NY 10001
216-691-2555

National Geographic Society
Educational Services Catalog
P.O. Box 98019
Washington, D.C. 20090-8019
800-368-2728

New Readers Press
Division of Laubach Literacy International
Department 63
P.O. Box 888
Syracuse, NY 13210
800-448-8878

Opportunities for Learning, Inc.
941 Hickory Lane, Dept. XP23
P.O. Box 8103
Mansfield, OH 44901-8103
419-589-1700
800-243-7116

Parker Brothers
50 Dunham Road
Beverly, MA 01915

PEEKAN
P.O. Box 513
Freeport, IL 61032
800-345-7335

Research Press
Dept. B
2612 N. Mattis Avenue
Champaign, IL 61321
217-352-3273

Scott Foresman
1955 Montreal Road
Tucker, GA
800-554-4411

SMI International
P. O. Box 2506
Waco, TX

SRA School Group
Macmillan/McGraw Hill
155 North Wacker Drive
Chicago, IL 60606
800-621-0476

SVE
Society for Visual Education, Inc.
Department DJ
1345 Diversey Parkway
Chicago, IL 60614-1299
800-829-1900

Sunburst Communications
Room KG20
39 Washington Avenue
Box 40
Pleasantville, NY 10570-3498
800-431-1934

Trend Enterprises, Inc.
P.O. Box 64073
St. Paul, MN 55164
612-631-2850

Troll Associates
School & Library Division
100 Corporate Drive
Mahwah, NJ 07498-0025
800-526-5289

United Learning
6633 W. Howard Street
Niles, IL 60648
800-759-0362

Vocational Studies Center
University of Wisconsin-Madison
964 Educational Sciences Building
1025 West Johnson Street
Madison, WI 53706
608-263-2929

Motivational Phrases

Too many people stop looking for work when they get a job.

We believe everyone should work, especially those who have jobs.

Getting the job of your dreams comes from aiming high.

"I hear and I forget,

I see and I remember,

I do and I learn"

"No Learn, No Earn"

Never ask a kid "What do you want to be when you are an adult?" Instead ask: "How do you want to earn a living?" or "How will you support yourself as an adult?"

As students learn about the World of Work, they feel more competent, know what is expected, understand that they must be responsible for their personal choices and decisions, and become more helpful to others.

The authors of the Connections program hope you enjoy these activities and experiences with your students as students are introduced to the World of Work.

Cross-Matrices

Introduction

The following matrices provide teachers of grades 3 through 6 with a way to cross reference the practical and relevant information contained in the Connections instructional program with the Colorado Model Content Standards for Reading and Writing, Mathematics, Science, History and Geography.

Each content area matrix is designed to suggest areas in which teachers could enhance academic learning through the incorporation of career awareness and exploration content. Each matrix is not designed to completely address any one academic content standard.

Connections Link to Academic Standards

Standard Arena: Reading and Writing

Connections Unit, Chapters, Sections, and Exercises: *UNIT I: Me & My Shadows.*	Standard #1 **Students read and understand a variety of materials.**	Standard #2 **Students write and speak for a variety of purposes and audiences**	Standard #3 **Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.**	Standard #4 **Students apply thinking skills to their reading, writing, speaking, listening, and viewing.**	Standard #5 **Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.**	Standard #6 **Students read and recognize literature as a record of human experience.**
Ch 1: Getting to Know Me:						
Section 1: Interest Inventories (p.5)						
- Things I Love	pg. 7			pg. 7		
- A Personality Inventory	pg. 8	pg. 8	pg. 8	pg. 8		
- Interest Inventory	pg. 9	pg. 9	pg. 9	pg. 9		
- Who Am I?	pg. 10	pg. 10	pg. 10	pg. 10		
- My Interests Review	pg. 11	pg. 11	pg. 11	pg. 11		
- When I Grow Up		pg. 12	pg. 12	pg. 12		
Section 2: Introducing Work Issues (p. 13)						
- Job Preferences Surveys	pgs. 15-16			pgs. 15-16		
- What Can I Do?	pgs. 17-25	pgs. 17-25	pgs. 17-25	pgs. 17-25		
- Student Mini-Research Project	pgs. 27-28	pgs. 27-28	pgs. 27-28	pgs. 27-28	pgs. 27-28	
	Standard #1	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6

- Pick Your Can	pgs. 29-30			pgs. 29-30		
- Some Possible First Jobs	pg. 31	pg. 31	pg. 31	pg. 31		
- The Categories Game						
- Good Choices for Them	pgs. 35-38	pgs. 35-38	pgs. 35-38	pgs. 35-38		
- The Values Auction	pg. 39			pg. 39		
- My Dream Cloud					pgs. 40-41	
- Roleplaying a Career Reunion		pg. 42		pg. 42		
- Fantasy Jobs	pgs. 43-44			pgs. 43-44		
- First Impressions	pg. 45			pg. 45		
- Creating a Career Shield	pgs. 46-47	pgs. 46-47	pgs. 46-47	pgs. 46-47		
- Job Wheels	pgs. 48-49	pgs. 48-49	pgs. 48-49	pgs. 48-49		
- Creating Connections	pgs. 50-57	pgs. 50-57	pgs. 50-57	pgs. 50-57		
- Setting My Own Goals	pgs. 58-59	pgs. 58-59	pgs. 58-59	pgs. 58-59		
Section 3: Putting the Pieces in Place (pg. 61)						
- The Feelings Dictionary	pgs. 62-75			pgs. 62-75	pgs. 62-75	
- Health Forms	pgs. 76-77	pgs. 76-77	pgs. 76-77	pgs. 76-77		
Chapter 2: Coping Skills and Positive Self Esteem						
Section 1: Positive Self (p. 81)						
- Affirmations		pg. 82	pg. 82	pg. 82		
- The "I Can" Card Game	pg. 83	pg. 83	pg. 83	pg. 83		
- The "I Can't" Can		pg. 84	pg. 84	pg. 84		
- "Someone Special" Bulletin Board				pg. 84	pg. 84	
- Dear Pen Pal		pg. 85	pg. 85	pg. 85	pg. 85	
- Me, Not Me	pgs. 86-87	pgs. 86-87	pgs. 86-87	pgs. 86-87	pgs. 86-87	
- Reflections Journal	pg. 88	pg. 88	pg. 88	pg. 88		
- My Personal Evaluation	pg. 89	pg. 89	pg. 89	pg. 89		
Section 2: Understanding Stress (pg. 91)						
- Self Scale	pg. 93			pg. 93		
- Frustration Graph	pg. 94			pg. 94		
- Defining Stress	pgs. 95-97	pgs. 95-97	pgs. 95-97	pgs. 95-97	pgs. 95-97	
- Do You Create Stress?	pg. 98	pg. 98	pg. 98	pg. 98		

	Standard #1	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6
- Finding Solutions	pgs. 99-101	pgs. 99-101	pgs. 99-101	pgs. 99-101		
- What's the Best Way?	pg. 102	pg. 102	pg. 102	pg. 102		
- Explore Leisure Time		pg. 103	pg. 103	pg.103		
- Mystery Leisure	pg. 103	pg. 103	pg. 103	pg. 103	pg. 103	
Ch 3: Goal-Setting and Time Management						
Section 1: Time Management and Planning (pg. 107)						
- Ten Steps	pg. 109					
- Let's Make A Timeline	pg. 110	pg. 110	pg. 110	pg. 110		
- My Self-evaluation Work	pgs. 111-112	pgs. 111-112	pgs. 111-112	pgs. 111-112		
- Specific Time Counts	pgs. 113-115	pgs. 113-115	pgs. 113-115	pgs. 113-115		
- Time Management Plans	pgs. 116-120	pgs. 116-120	pgs. 116-120	pgs. 116-120		
- To Do Lists	pgs. 121-122	pgs. 121-122	pgs. 121-122	pgs. 121-122		
- Setting My Own Goals	pgs. 124-128	pgs. 124-128	pgs. 124-128	pgs. 124-128		
- Contracts Are Cool	pgs. 130-141	pgs. 130-141	pgs. 130-141	pgs. 130-141		

Standard Arena: Reading and Writing Connections Unit, Chapters, Sections, and Exercises ***UNIT 2: Here's How It's Done***	Standard #1 Students read and understand a variety of materials.	Standard #2 Students write and speak for a variety of purposes and audiences	Standard #3 Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.	Standard #4 Students apply thinking skills to their reading, writing, speaking, listening, and viewing.	Standard #5 Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.	Standard #6 Students read and recognize literature as a record of human experience.
Ch 1: Career Awareness						
Section 1: Why Do We Work? (pg. 147)						
- Off to Work		pg. 149				
- Work Awareness List		pg. 151	pg. 151	pg. 151		
- Volunteerism		pg. 152	pg. 152	pg. 152		
- There's a reason why...		pg. 152	pg. 152	pg. 152		
Section 2: Exploring Career Options (pg. 155)						
- Who is This Person?		pg. 156	pg. 156			
- Picture Card Games						
- The Unusual in Really Quite Usual		pg. 158				
- What's My Line?	pgs. 159-160	pgs. 159-160	pgs. 159-160	pgs. 159-160	pgs. 159-160	
- Job Clusters						
- Career Packets	pg. 163			pg. 163	pg. 163	
- Career Collage	pg. 164			pg. 164	pg. 164	
- Career Association Game		pg. 164	pg. 164	pg. 164		
	Standard #1	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6
- Job Dictionary	pg. 165	pg. 165	pg. 165	pg. 165	pg. 165	

- The Who's Who Interview	pgs. 166-167	pgs. 166-167	pgs. 166-167			
- Career Satellites	pgs. 168-169	pgs. 168-169	pgs. 168-169	pgs. 168-169	pgs. 168-169	
- Self-Portrait		pg. 170	pg. 170			
- Career Awareness Jeopardy	pgs. 171-172	pgs. 171-172	pgs. 171-172	pgs. 171-172		
Section 3: Simple Interaction Skills (pg. 177)						
- Introductory Activities	pg. 179	pg. 179	pg. 179	pg. 179		
- My Personal Habits	pg. 180					
- I'm Sorry	pg. 181	pg. 181	pg. 181	pg. 181		
- How Would You Respond?	pg. 182	pg. 182	pg. 182	pg. 182		
- Etiquette on the Job	pg. 183	pg. 183	pg. 183	pg. 183		
Section 4: Verbal and Non-verbal Behavior (pg. 185)						
- What's in a Walk	pg. 186	pg. 186				
- I Feel This Way When...	pg. 186	pg. 186				
- Let's Act on Words	pg. 187	pg. 187	pg. 187	pg. 187	pg. 187	
- Talking with my Body	pg. 188					
- What Should I Say?		pg. 189		pg. 189		
- Let's Talk	pg. 190	pg. 190	pg. 190	pg. 190		
- Interviewing Strategies	pg. 192					
- Interview Worksheets	pgs. 193-194	pgs. 193-194	pgs. 193-194	pgs. 193-194	pgs. 193-194	
- The Public "You"	pg. 195	pg. 195	pg. 195	pg. 195		
- Polling Opinions	pgs. 195-196	pgs. 195-196	pgs. 195-196	pgs. 195-196	pgs. 195-196	
- Employment Questions	pg. 198	pg. 198	pg. 198	pg. 198		
- The School-Work Connection	pg. 199	pg. 199	pg. 199	pg. 199		
Section 5: Equal Opportunity (pg. 201)						
- The Most Likely...	pg. 203			pg. 203		
- False or True	pg. 204	pg. 204				
- Music with a Message		pgs. 205-206	pgs. 205-206	pgs. 205-206	pgs. 205-206	
- Fifteen Considerations	pg. 207	pg. 207	pg. 207	pg. 207		
- Search and Research	pgs. 208-210	pgs. 208-210	pgs. 208-210	pgs. 208-210	pgs. 208-210	
- Preconceived Ideas	pgs. 211-214	pgs. 211-214	pgs. 211-214	pgs. 211-214		
	Standard #1	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6
- Tagged Out		pg. 215	pg. 215	pg. 215	pg. 215	

- The Hooked Ones	pgs. 216-217	pgs. 216-217	pgs. 216-217	pgs. 216-217		
- Working with Diversity				pg. 216	pg. 216	
Section 6: Problem-solving and Conflict Mediation (pg. 219)						
- What to do?	pgs. 220-221	pgs. 220-221	pgs. 220-221	pgs. 220-221		
- Facing Choices			pg. 220	pg. 220		
- Smart Selections	pgs. 222-226	pgs. 222-226	pgs. 222-226	pgs. 222-226		
- Walk in Another Pair of Shoes	pgs. 227-228	pgs. 227-228	pgs. 227-228	pgs. 227-228		
- What about being left out?				pg. 229		
- I - Messages	pgs. 230-232	pgs. 230-232	pgs. 230-232	pgs. 230-232		
- Putting it to the Test	pg. 233	pg. 233	pg. 233	pg. 233		
- The Problem-solving Team	pg. 233	pg. 233	pg. 233	pg. 233	pg. 233	
Ch 3: Exploring Community Partnerships						
Section 1: Building Community Service pg. 237						
- Family and Community Service		Pg. 238	Pg. 238	Pg. 238		
- Mini-community Activities	pgs. 239-241	pgs. 239-241	pgs. 239-241	pgs. 239-241		
- Gift of Service Coupon	pg. 239	pg. 239	pg. 239	pg. 239		
- Making It Real		pg. 242	pg. 242	pg. 242		
Section 2: Let's Ask a Guest (pg. 243)						
- Behavior Counts!	pg. 253	pg. 253	pg. 253	pg. 253	pg. 253 (makes relevant use of speaker's info.	
- Connections Around Behavior	pg. 252	pg. 252	pg. 252	pg. 252		
- Interviewing Options	pgs. 254-258	pgs. 254-258	pgs. 254-258	pgs. 254-258	pgs. 254-258	
- Tools of the Trade		pg. 259	pg. 259	pg. 259	pg. 259	
- Student Evaluation of Guest Speaker	pg. 260			pg. 260	pg. 260	
	Standard #1	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6
Section 3: Field Trips (pg. 261)						

- Rules for Field Trips		pgs. 262-263	pgs. 262-263	pgs. 262-263	pgs. 262-263	
- Riding the Bus	pg. 274	pg. 274	pg. 274	pg. 274		
- Activities to Prepare for Field Trips	pg. 275	pg. 275	pg. 275	pg. 275	pg. 275 (menu)	
- All Kinds of Cards	pg. 277	pg. 277	pg. 277	pg. 277	pg. 277	
- Making Greeting Cards	pgs. 278-279	pgs. 278-279	pgs. 278-279	pgs. 278-279	pgs. 278-279	
Section 4: Job Shadowing Experiences (pg. 281)						
- Job Shadowing Report	pgs. 290-291	pgs. 290-291	pgs. 290-291	pgs. 290-291	pgs. 290-291	
- A Special Project	pgs. 291-293	pgs. 291-293	pgs. 291-293	pgs. 291-293	pgs. 291-293	
Section 5: Student Entrepreneurship (pg. 295)						
- Teacher Preface	pgs. 296-301					
- Slogan Hunters	pg. 303	pg. 303	pg. 303	pg. 303		
- Invent a Product	pg. 304	pg. 304	pg. 304	pg. 304		
- Design A Box	pg. 305	pg. 305	pg. 305	pg. 305		
- Juice and Cookie Sale		pg. 306	pg. 306	pg. 306		
- The Career Carnival	pg. 307	pg. 307	pg. 307	pg. 307		

Standard Arena: Reading and Writing Connections Unit, Chapters, Sections, and Exercises *UNIT 3: Let's Get Literate*	Standard #1 Students read and understand a variety of materials.	Standard #2 Students write and speak for a variety of purposes and audiences	Standard #3 Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.	Standard #4 Students apply thinking skills to their reading, writing, speaking, listening, and viewing.	Standard #5 Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.	Standard #6 Students read and recognize literature as a record of human experience.
Ch 1: Life Skills Reading						
Section 1: Everyday Reading (pg. 313)						
- Reading-on-the-Go	pg. 315	pg. 315	pg. 315	pg. 315	pg. 315	
- Restaurant Vocabulary	pg. 316	pg. 316	pg. 316	pg. 316		
- Eating Out Can Be Educational	pg. 317	pg. 317	pg. 317	pg. 317	pg. 317	
- On-the-Job Reading	pg. 319	pg. 319	pg. 319	pg. 319		
- Getting Your Foot in the Door	pg. 320	pg. 320	pg. 320	pg. 320		
Section 2: Reading Labels and Ads (pg. 321)						
- The Breakfast Cereal Box	pgs. 322-323	pgs. 322-323	pgs. 322-323	pgs. 322-323	pgs. 322-323	
- Share the Fun with Kidread	pg. 324	pg. 324	pg. 324	pg. 324		
- Reading Labels	pgs. 325-326	pgs. 325-326	pgs. 325-326	pgs. 325-326	pgs. 325-326	
- Dangerous: Read Before Using	pgs. 327-328	pgs. 327-328	pgs. 327-328	pgs. 327-328	pgs. 327-328	

	Standard #1	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6
Section 3: Following Directions (pg. 329)						
- "Direction" Words are Important	pg. 331			pg. 331		
- Doing it in Order Makes a Difference!	pg. 332			pg. 332	pg. 332	
- Signs to Remember for Safety	pgs. 333-335	pgs. 333-335	pgs. 333-335	pgs. 333-335	pgs. 333-335	
- Playground Rules	pg. 336					
Section 4: Looking Up Information (pg. 337)						
- The Small Mall	pg. 339	pg. 339	pg. 339	pg. 339	pg. 339	
- The TV Guide	pg. 340	pg. 340	pg. 340	pg. 340	pg. 340	
- Working with the White Pages	pg. 342	pg. 342	pg. 342	pg. 342	pg. 342	
- Let Your Fingers do the Walking	pg. 343	pg. 343	pg. 343	pg. 343	pg. 343	
- Newspaper Scavenger Hunt	pg. 345				pg. 345	
- Exploring Classified Ads	pg. 345				pg. 345	
Ch 2: Life Writing Skills						
Section 1: Letter Writing (pg. 351)						
- Writing a Personal Letter	pg. 353	pg. 353	pg. 353	pg. 353		
- Where Does it Fit?	pg. 354	pg. 354	pg. 354	pg. 354		
- Addressing Your Envelope	pg. 355	pg. 355	pg. 355	pg. 355		
- Writing a Letter of Request	pg. 357	pg. 357	pg. 357	pg. 357		
- Letters of Thanks	pg. 358	pg. 358	pg. 358	pg. 358		
- The Invitation	pgs. 359-360	pgs. 359-360	pgs. 359-360	pgs. 359-360		
- How's a Postcard Different?	pgs. 359,361	pgs. 359,361	pgs. 359,361	pgs. 359,361		
Section 2: Notetaking for Life (pg. 363)						
- Writing a Note	pgs. 364-365	pgs. 364-365	pgs. 364-365	pgs. 364-365		
- Design a Bulletin Board Notice	pgs. 364, 366-367	pgs. 364, 366-367	pgs. 364, 366-367	pgs. 364, 366-367		

- Who Has To Write?				pgs. 364-368		
	Standard #1	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6
- Encouraging Notetaking		pg. 369		pg. 369		
- Taking Telephone Messages		pgs. 370-371	pgs. 370-371	pgs. 370-371		
- Stating Instructions Clearly		pg. 372	pg. 372	pg. 372		
- Giving Directions					pgs. 372-373	
- Grouping and Categorizing	pgs. 374-375	pgs. 374-375	pgs. 374-375	pgs. 374-375		
- Organizing What You Hear	pgs. 374, 376	pgs. 374, 376	pgs. 374, 376	pgs. 374, 376	pgs. 374, 376	
- Our Town	pgs. 374, 377	pgs. 374, 377	pgs. 374, 377	pgs. 374, 377	pgs. 374, 377	
Section 3: Student Information Forms pg. 379						
- School Cards	pgs. 380-381	pgs. 380-381	pgs. 380-381	pgs. 380-381		
- Do You Know What to Write?	pgs. 380, 382-384	pgs. 380, 382-384	pgs. 380, 382-384	pgs. 380, 382-384		
Ch 3 Life Skills Math						
Section 1: General Math Concepts (pg. 391)						
- The Purpose of Numbers	pg. 392			pg. 392	pg. 392	
- Why Take More Math?	pgs. 393-394			pgs. 393-394		
- Vocabulary for Math	pgs. 393, 395-397	pgs. 393, 395-397	pgs. 393, 395-397			
- Let's Guess	pg. 398			pg. 398		
Section 2: Daily Living Expenses and Money Management (pg. 399)						
- What's Your Guess?	pg. 402			pg. 402	pg. 402	
- How Did You Spend...	pg. 403	pg. 403	pg. 403	pg. 403	pg. 403	
- Goods and Services				pgs. 404-405		
- The Buying Game				pg. 406	pg. 406	
- Planning Ahead				pgs. 407-408	pgs. 407-408	
- Money Manipulation						
- A Fun Experiment	pgs. 417-422			pgs. 417-422	pgs. 417-422	
- Divide and Decide	pgs. 423-425	pgs. 423-425		pgs. 423-425	pgs. 423-425	
	Standard #1	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6
- Can We Afford to Eat Out?	pgs. 423, 426			pgs. 423, 426	pgs. 423, 426	

- This is Real Life!	pg. 427	pg. 427	pg. 427	pg. 427	pg. 427	
Section 3: Banking and Investing in the Future (pg. 429)						
- Why Should I Save?	pg. 430	pg. 430		pg. 430	pg. 430	
- Saving for What You Want	pgs. 431-433			pgs. 431-433	pgs. 431-433	
- Money Business	pgs 431, 434-435			pgs 431, 434-435		
- Learning About Checkbooks	pgs. 436-437	pgs. 436-437	pgs. 436-437	pgs. 436-437		
- Wall Street	pg. 438				pg. 438	
Section 4: Comparison Shopping (pg. 439)						
- Hunt and Find	pgs. 440-441			pgs. 440-441	pgs. 440-441	
- Creative Couponing	pg. 440				pg. 440	
- Come to a Pizza Party	pgs. 442-444				pgs. 442-444	
- Riding High	pgs. 445-446				pgs. 445-446	
- Let's Pretend	pgs. 447-448			pgs. 447-448	pgs. 447-448	
- Figure the Percent	pgs. 442, 449				pgs. 442, 449	
- Let's Go Shopping	pgs. 450-453				pgs. 450-453	
- Classified Advertising	pgs. 454-455				pgs. 454-455	
- Shopping by Mail	pgs. 456-457	pgs. 456-457			pgs. 456-457	
Section 4: Measurement (pg. 459)						
- Following a Recipe	pgs. 460, 464-466			pgs. 460, 464-466	pgs. 460, 464-466	
- Now I'm the Cook	pgs. 467-468	pgs. 467-468	pgs. 467-468		pgs. 467-468	
- Control Your Own Time						
- Measurement Worksheets	pgs. 472-478					

Connections Link to Academic Standards

Standard Arena: Mathematics

Connections Unit, Chapters, Sections, and Exercises: *UNIT 1: Me & My Shadows.*	Standard #1 Students develop number sense and use numbers and number relationships in problem-solving situation and communicate the reasoning used in solving these problems	Standard #2 Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems	Standard #3 Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning used in solving these problems.	Standard #4 Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.	Standard #5 Students use a variety of tools and techniques to measure, apply the results in problem solving situations, and communicate the reasoning used in solving these problems.	Standard #6 Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems.
Ch 1: Getting to Know Me:						
Section 1: Interest Inventories (p.5)						
Section 2: Introducing Work Issues (p. 13)						
- Pick Your Can			pgs. 29-30 (categorization			
- The Values Auction						
- Fantasy Jobs			pgs. 43-44			pg. 39
Section 3: Putting the Pieces in Place (pg. 61)						
Chapter 2: Coping Skills and Positive Self Esteem						
Section 1: Positive Self (p. 81)						
- The "I Can" Card Game	pg. 83					
- Me, Not Me	pgs. 86-87					

Section 2: Understanding Stress (pg. 91)						
	Standard #1	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6
Ch 3: Goal-Setting and Time Management						
Section 1: Time Management and Planning (pg. 107)						
- My Self-evaluation Work			pg. 111			
- Specific Time Counts			pgs. 113-115			
- To Do Lists			pg. 117			

Standard Arena: Mathematics Connections Unit, Chapters, Sections, and Exercises *UNIT 2: Here's How It's Done*	Standard #1 Students develop number sense and use numbers and number relationships in problem-solving situation and communicate the reasoning used in solving these problems	Standard #2 Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems	Standard #3 Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning used in solving these problems	Standard #4 Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems	Standard #5 Students use a variety of tools and techniques to measure, apply the results in problem solving situations, and communicate the reasoning used in solving these problems.	Standard #6 Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems.
Ch 1: Career Awareness						
Section 1: Why Do We Work? (pg. 147)						
Section 2: Exploring Career Options (pg. 155)						
- Career Awareness Jeopardy	pg. 171-172					
Section 3: Simple Interaction Skills (pg. 177)						
Section 4: Verbal and Non-verbal Behavior (pg. 185)						
Section 5: Equal Opportunity (pg. 201)						
- Working with Diversity	pg. 216					
Section 6: Problem-solving and Conflict Mediation (pg. 219)						
Ch 3: Exploring Community Partnerships						

Section 1: Building Community Service pg. 237						
- Making It Real	pg. 242					pg. 242
Section 2: Let's Ask a Guest (pg. 243)						
Section 3: Field Trips (pg. 261)	pg. 261-280			pg. 261-262		
- Activities to Prepare for Field Trips	pg. 275 computing cost					pg. 275
- All Kinds of Cards			pg. 277			
- Making Greeting Cards	pg. 278		pg. 278			
Section 4: Job Shadowing Experiences (pg. 281)						
Section 5: Student Entrepreneurship (pg. 295)						
- Teacher Preface	pgs. 296-301					pg. 301
- Design A Box				pg. 305		
- Juice and Cookie Sale	pg. 306					pg. 306
- The Career Carnival	pg. 307					pg. 307

Standard Arena: Mathematics Connections Unit, Chapters, Sections, and Exercises *UNIT 3: Let's Get Literate*	Standard #1 Students develop number sense and use numbers and number relationships in problem-solving situation and communicate the reasoning used in solving these problems	Standard #2 Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems	Standard #3 Students use data collection and analysis, statistics,. and probability in problem-solving situations and communicate the reasoning used in solving these problems	Standard #4 Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.	Standard #5 Students use a variety of tools and techniques to measure, apply the results in problem solving situations, and communicate the reasoning used in solving these problems.	Standard #6 Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems.
Ch 1: Life Skills Reading						
Section 1: Everyday Reading (pg. 313)						
- Eating Out Can Be Educational	pg. 317					pg. 317
Section 2: Reading Labels and Ads (pg. 321)						
- The Breakfast Cereal Box					pg. 322-323	
Section 3: Following Directions (pg. 329)						
- Doing it in Order Makes a Difference!					pg. 332	
Section 4: Looking Up Information (pg. 337)						
Ch 2: Life Writing Skills						
Section 1: Letter Writing (pg. 351)						

Section 2: Notetaking for Life (pg. 363)						
Section 3: Student Information Forms pg. 379						
Ch 3 Life Skills Math						
Section 1: General Math Concepts (pg. 391)						
- The Purpose of Numbers	pg. 392					
- Why Take More Math?	pgs. 393-394	pgs. 393-394	pgs. 393-394	pgs. 393-394	pgs. 393-394	pgs. 393-394
- Vocabulary for Math	pgs. 393,395-396					
Section 2: Daily Living Expenses and Money Management (pg. 399)						
- Tapping into Money	pg. 401					
- What's Your Guess?	pg. 402					
- How Did You Spend...	pg. 403					
- Goods and Services	pgs. 404-405					
- The Buying Game	pg. 406					
- Planning Ahead	pgs. 407-408					
- Money Manipulation						pgs. 409-416
- A Fun Experiment						pg. 409
- The Secret System Strategy	pgs. 417-422					pgs. 417-422
- Divide and Decide					pgs. 423-425	pgs. 423-425
- Can We Afford to Eat Out?	pgs. 423, 426					pgs. 423-426
- This is Real Life!	pg. 427					pg. 427
Section 3: Banking and Investing in the Future (pg. 429)						
- Why Should I Save?	pg. 430					pg. 430
- Saving for What You Want	pgs. 431-433					pgs. 431-433
- Money Business	pg. pg. 434-435					
- Learning About Checkbooks	pgs. 436-437					pgs. 436-437
- Wall Street	pg. 438					pg. 438
Section 4: Comparison Shopping (pg. 439)						
- Hunt and Find	pgs. 440-441				pgs. 440-441	pgs. 440-441

- Creative Couponing	pg. 440					pg. 440
- Come to a Pizza Party	pgs. 442-444					pgs. 442-444
- Riding High	pgs. 445-446					pgs. 445-446
- Let's Pretend	pgs 442, 447-448					pgs 442, 447-448
- Figure the Percent	pgs. 442, 449					pgs. 442, 449
- Let's Go Shopping	pgs. 450-453				pgs. 450-453	pgs. 450-453
- Classified Advertising	pgs. 454-455					pgs. 454-455
- Shopping by Mail	pgs. 456-457					pgs. 456-457
Section 4: Measurement (pg. 459)						
- Following a Recipe	pgs, 460, 464-466				pgs, 460, 464-466	pgs, 460, 464-466
- Now I'm the Cook					pgs. 467-468	
- Control Your Own Time	pgs. 469-471					
- Measurement Worksheets	pgs. 472-478				pgs. 472-478	pgs. 472-478

Connections Link to Academic Standards

Standard Arena: Science

Connections Unit, Chapters, Sections, and Exercises:	Standard #1 Students understand the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.	Standard #2 Physical Science: Students know and understand common properties, forms, and changes in matter and energy.	Standard #3 Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.	Standard #4 Earth and Space Science: Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.	Standard #5 Students know and understand interrelationships among science, technology, and human activity and how they can affect the world.	Standard #6 Students understand that science involves a particular way of knowing and understand common connections among scientific principles.
UNIT 1: Me & My Shadows.						
Ch 1: Getting to Know Me:						
Section 1: Interest Inventories (p.5)						
Section 2: Introducing Work Issues (p. 13)						
Section 3: Putting the Pieces in Place (pg. 61)						
- Health Forms			pgs. 76-77			
Chapter 2: Coping Skills and Positive Self Esteem						
Section 2: Understanding Stress (pg. 91)						
Ch 3: Goal-Setting and Time Management						
Section 1: Time Management and Planning (pg. 107)						

Standard Arena: Science Connections Unit, Chapters, Sections, and Exercises *UNIT 2: Here's How It's Done*	Standard #1 Students understand the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.	Standard #2 Physical Science: Students know and understand common properties, forms, and changes in matter and energy	Standard #3 Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.	Standard #4 Earth and Space Science: Students know and understand the processes and, interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.	Standard #5 Students know and understand interrelationships among science, technology, and human activity and how they can affect the world.	Standard #6 Students understand that science involves a particular way of knowing and understand common connections among scientific principles.
Ch 1: Career Awareness						
Section 1: Why Do We Work? (pg. 147)						
Section 2: Exploring Career Options (pg. 155)						
Section 3: Simple Interaction Skills (pg. 177)						
Section 4: Verbal and Non-verbal Behavior (pg. 185)						
Section 5: Equal Opportunity (pg. 201)						
Section 6: Problem-solving and Conflict Mediation (pg. 219)						
Ch 3: Exploring Community Partnerships						
Section 1: Building Community Service pg. 237						

Section 2: Let's Ask a Guest (pg. 243)						
Section 3: Field Trips (pg. 261)						
Section 4: Job Shadowing Experiences (pg. 281)						
Section 5: Student Entrepreneurship (pg. 295)						

Standard Arena: Science Connections Unit, Chapters, Sections, and Exercises *UNIT 3: Let's Get Literate*	Standard #1 Students understand the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.	Standard #2 Physical Science: Students know and understand common properties, forms, and changes in matter and energy	Standard #3 Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.	Standard #4 Earth and Space Science: Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.	Standard #5 Students know and understand interrelationships among science, technology, and human activity and how they can affect the world.	Standard #6 Students understand that science involves a particular way of knowing and understand common connections among scientific principles.
Ch 1: Life Skills Reading						
Section 1: Everyday Reading (pg. 313)						
Section 2: Reading Labels and Ads (pg. 321)						
- The Breakfast Cereal Box			pgs. 322-323			
- Dangerous: Read Before Using			pgs. 326-328			
Section 3: Following Directions (pg. 329)						
Ch 2: Life Writing Skills						
Section 1: Letter Writing (pg. 351)						
Section 2: Notetaking for Life (pg. 363)						
Ch 3 Life Skills Math						
Section 1: General Math Concepts (pg. 391)						
Section 2: Daily Living Expenses and Money Management (pg. 399)						

Section 3: ***Banking and Investing in the Future*** *(pg. 429)*						
Section 4: ***Comparison Shopping*** *(pg. 439)*						

Connections Link to Academic Standards

Standard Arena: History

Connections Unit, Chapters, Sections, and Exercises: *UNIT 1: Me & My Shadows.*	Standard #1 Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.	Standard #2 Students know how to use the processes and resources of historical inquiry.	Standard #3 Students understand that societies are diverse and have changed over time	Standard #4 Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.	Standard #5 Students understand political institutions and theories that have developed and changed over time.	Standard #6 Students know that religious and philosophical ideas have been powerful forces throughout history.
Ch 1: Getting to Know Me:						
Section 1: Interest Inventories (p.5)						
Section 2: Introducing Work Issues (p. 13)						
Section 3: Putting the Pieces in Place (pg. 61)						
Chapter 2: Coping Skills and Positive Self Esteem						
Section 1: Positive Self (p. 81)						
Section 2: Understanding · Stress (pg. 91)						
- Self Scale						
Ch 3: Goal-Setting and Time Management						
Section 1: Time Management and Planning (pg. 107)						
- Let's Make A Timeline	pgs 108, 110					

Standard Arena: History Connections Unit, Chapters, Sections, and Exercises *UNIT 2: Here's How It's Done*	Standard #1 Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships	Standard #2 Students know how to use the processes and resources of historical inquiry.	Standard #3 Students understand that societies are diverse and have changed over time	Standard #4 Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.	Standard #5 Students understand political institutions and theories that have developed and changed over time.	Standard #6 Students know that religious and philosophical ideas have been powerful forces throughout history.
Ch 1: Career Awareness						
Section 1: Why Do We Work? (pg. 147)						
- For More than the Money				pg. 153 (barter)		
Section 2: Exploring Career Options (pg. 155)						
- The Who's Who Interview		pg. 166				
Section 3: Simple Interaction Skills (pg. 177)						
Section 4: Verbal and Non-verbal Behavior (pg. 185)						
- Interviewing Strategies		pg. 192				
- Interview Worksheets		pgs. 193-194				
- Polling Opinions		pgs. 195-196				
- Employment Questions		pgs. 197-198				
- The School-Work Connection	pg. 199					
Section 5: Equal Opportunity (pg. 201)						

- Search and Research		pgs. 208-210				
Section 6: Problem-solving and Conflict Mediation (pg. 219)						
Ch 3: Exploring Community Partnerships						
Section 1: Building Community Service pg. 237						
- Family and Community Service			pg. 238 (systems)			
- Gift of Service Coupon				pg. 239		
Section 2: Let's Ask a Guest (pg. 243)						
Section 3: Field Trips (pg. 261)				pg. 261-280		
Section 4: Job Shadowing Experiences (pg. 281)						
- Job Shadowing Report						
- A Special Project						
Section 5: Student Entrepreneurship (pg. 295)						
- Invent a Product				pg. 304 (economics)		
- Design A Box				pg. 305 (economics)		
- Juice and Cookie Sale				pg. 306 (economics)		
- The Career Carnival				pg. 307 (economics)		

Standard Arena: History Connections Unit, Chapters, Sections, and Exercises *UNIT 3: Let's Get Literate*	Standard #1 Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships	Standard #2 Students know how to use the processes and resources of historical inquiry.	Standard #3 Students understand that societies are diverse and have changed over time	Standard #4 Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.	Standard #5 Students understand political institutions and theories that have developed and changed over time.	Standard #6 Students know that religious and philosophical ideas have been powerful forces throughout history.
Ch 1: Life Skills Reading						
Section 1: Everyday Reading (pg. 313)						
Section 2: Reading Labels and Ads (pg. 321)						
Section 3: Following Directions (pg. 329)						
Section 4: Looking Up Information (pg. 337)						
Ch 2: Life Writing Skills						
Section 1: Letter Writing (pg. 351)						
Section 2: Notetaking for Life (pg. 363)						
Section 3: Student Information Forms pg. 379						
Ch 3 Life Skills Math						
Section 1: General Math Concepts (pg. 391)						

Section 2: Daily Living Expenses and Money Management (pg. 399)						
Section 3: Banking and Investing in the Future (pg. 429)						
Section 4: Comparison Shopping (pg. 439)						
Section 4: Measurement (pg. 459)						

Connections Link to Academic Standards

Standard Arena: Geography

Connections Unit, Chapters, Sections, and Exercises: ***UNIT I: Me & My Shadows.***	Standard #1 **Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.**	Standard #2 **Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.**	Standard #3 **Students understand how physical processes shape Earth's surface patterns and systems.**	Standard #4 **Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.**	Standard #5 **Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.**	Standard #6 **Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.**
Ch 1: Getting to Know Me:						
Section 1: Interest Inventories (p.5)						
Section 2: Introducing Work Issues (p. 13)						
Section 3: Putting the Pieces in Place (pg. 61)						
Chapter 2: Coping Skills and Positive Self Esteem						
Section 1: Positive Self (p. 81)						
Section 2: Understanding Stress (pg. 91)						
Ch 3: Goal-Setting and Time Management						
Section 1: Time Management and Planning (pg. 107)						

Standard Arena: Geography Connections Unit, Chapters, Sections, and Exercises ***UNIT 2: Here's How It's Done***	Standard #1 Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.	Standard #2 Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.	Standard #3 Students understand how physical processes shape Earth's surface patterns and systems.	Standard #4 Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.	Standard #5 Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.	Standard #6 Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.
Ch 1: Career Awareness						
Section 1: Why Do We Work? (pg. 147)						
Section 2: Exploring Career . Options (pg. 155)						
Section 3: Simple Interaction Skills (pg. 177)						
Section 4: Verbal and Non-verbal Behavior (pg. 185)						
Section 5: Equal Opportunity (pg. 201)						
Section 6: Problem-solving and Conflict Mediation (pg. 219)						
Ch 3: Exploring Community Partnerships						
Section 1: Building Community Service pg. 237						

- Family and Community Service				pg. 238		
Section 2: Let's Ask a Guest (pg. 243)				pgs. 243 - 250		
Section 3: Field Trips (pg. 261)						
Section 4: Job Shadowing Experiences (pg. 281)						
Section 5: Student Entrepreneurship (pg. 295)				pgs 295-307 patterns of economic interdependence		

Standard Arena: Geography Connections Unit, Chapters, Sections, and Exercises *UNIT 3: Let's Get Literate*	Standard #1 Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.	Standard #2 Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.	Standard #3 Students understand how physical processes shape Earth's surface patterns and systems.	Standard #4 Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.	Standard #5 Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.	Standard #6 Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.
Ch 1: Life Skills Reading						
Section 1: Everyday Reading (pg. 313)						
Section 2: Reading Labels and Ads (pg. 321)						
Section 3: Following Directions (pg. 329)						
- "Direction" Words are Important	pgs. 330-331					
- Doing it in Order Makes a Difference!						
- Signs to Remember for Safety	pgs. 333-335					
- Playground Rules	pg. 336					
Section 4: Looking Up Information (pg. 337)						
Ch 2: Life Writing Skills						
Section 1: Letter Writing (pg. 351)						
Section 2: Notetaking for Life (pg. 363)						
- Giving Directions	pgs. 372-373					

- Our Town	pgs 374, 377					
Section 3: Student Information Forms pg. 379						
Ch 3 Life Skills Math						
Section 1: General Math Concepts (pg. 391)						
Section 2: Daily Living Expenses and Money Management (pg. 399)						
- Goods and Services				pgs. 404-405		
- The Buying Game				pg. 406		
- Planning Ahead				pg. 407-408		
Section 3: Banking and Investing in the Future (pg. 429)						
Section 4: Comparison Shopping (pg. 439)						
Section 4: Measurement (pg. 459)						

Connections Link to Academic Standards

Standard Arena: Visual Arts

Connections Unit, Chapters, Sections, and Exercises: *UNIT 1: Me & My Shadows.*	Standard #1 Students recognize and use visual arts as a form of communication	Standard #2 Students know and apply elements of art, princples of design and sensory and expressive features of visual arts	Standard #3 Students know and apply visual arts materials, tools, techniques and processes	Standard #4 Students relate the visual arts to various historical and cultural traditions	Standard #5 Students analyze and evaluate the characteristics, merits and meaning of works of art	
Ch 1: Getting to Know Me:						
Section 1: Interest Inventories (p.5)						
Section 2: Introducing Work Issues (p. 13)						
- My Dream Cloud	pgs. 40-41		pgs.40-41		pgs. 40-41	
- First Impressions	pg. 45					
Section 3: Putting the Pieces in Place (pg. 61)						
Chapter 2: Coping Skills and Positive Self Esteem						
Section 1: Positive Self (p. 81)						
Section 2: Understanding Stress (pg. 91)						
Ch 3: Goal-Setting and Time Management						
Section 1: Time Management and Planning (pg. 107)						

Standard Arena: Visual Arts Connections Unit, Chapters, Sections, and Exercises *UNIT 2: Here's How It's Done*	Standard #1 **Students recognize and use visual arts as a form of communication**	Standard #2 **Students know and apply elements of art, principles of design and sensory and expressive features of visual art**	Standard #3 **Students know and apply visual arts materials, tools, techniques and processes**	Standard #4 **Students relate the visual arts to various historical and cultural traditions**	Standard #5 **Students analyze and evaluate the characteristics, merits and meaning of works of art**	
Ch 1: Career Awareness						
Section 1: Why Do We Work? (pg. 147)						
Section 2: Exploring Career Options (pg. 155)						
- Self-Portrait	pg. 170		pg. 170			
Section 3: Simple Interaction Skills (pg. 177)						
Section 4: Verbal and Non-verbal Behavior (pg. 185)						
- Let's Act on Words	pg. 187		pg. 187			
Section 5: Equal Opportunity (pg. 201)						
Section 6: Problem-solving and Conflict Mediation (pg. 219)						
Ch 3: Exploring Community Partnerships						
Section 1: Building Community Service pg. 237						
- Mini-community Activities	pgs. 239-241		pgs. 239-241			

Section 2: Let's Ask a Guest (pg. 243)						
- Tools of the Trade			pg. 259			
Section 3: Field Trips (pg. 261)						
- Making Greeting Cards	pgs. 278-279	pgs. 278-279	pgs. 278-279			
Section 4: Job Shadowing Experiences (pg. 281)						
Section 5: Student Entrepreneurship (pg. 295)						
- Teacher Preface	pgs. 296-301	pgs. 296-301	pgs. 296-301			
- Invent a Product	pg. 304	pg. 304	pg. 304			
- Design A Box	pg. 305	pg. 305	pg. 305			
- The Career Carnival	pg. 307		pg. 307			

Standard Arena: Visual Arts Connections Unit, Chapters, Sections, and Exercises *UNIT 3: Let's Get Literate*	Standard #1 **Students recognize and use visual arts as a form of communication**	Standard #2 **Students know and apply elements of art, principles of design and sensory and expressive features of visual arts**	Standard #3 **Students know and apply visual arts materials, tools, techniques and processes**	Standard #4 **Students relate the visual arts to various historical and cultural traditions**	Standard #5 **Students analyze and evaluate the characteristics, merits and meaning of works of art**	
Ch 1: Life Skills Reading						
Section 1: Everyday Reading (pg. 313)						
Section 2: Reading Labels and Ads (pg. 321)						
- The Breakfast Cereal Box	pgs. 322-323					
Section 3: Following Directions (pg. 329)						
Section 4: Looking Up Information (pg. 337)						
- The Small Mall	pg. 339					
Ch 2: Life Writing Skills						
Section 1: Letter Writing (pg. 351)						
Section 2: Notetaking for Life (pg. 363)						
- Design a Bulletin Board Notice	pgs. 364, 366-367	pgs. 364, 366-367	pgs. 364, 366-367			
- Our Town	pgs. 374, 377	pgs. 374, 377	pgs. 374, 377			
Section 3: Student Information Forms pg. 379						
Ch 3 Life Skills Math						

Section 1: General Math Concepts (pg. 391)						
Section 2: Daily Living Expenses and Money Management (pg. 399)						
Section 3: Banking and Investing in the Future (pg. 429)						
Section 4: Comparison Shopping (pg. 439)						
Section 4: Measurement (pg. 459)						

Connections Link to Academic Standards

Standard Arena: Economics

Connections Unit, Chapters, Sections, and Exercises: *UNIT 1: Me & My Shadows.*	Standard #1 Students understand that because of the condition of scarcity, decisions must be made about the use of resources	Standard #2 Students understand how different economic systems impact decisions about the use of resources and production and distribution of goods and services	Standard #3 Students understand the results of trade, exchange and interdependence among individuals, households, businesses, governments, and societies			
Ch 1: Getting to Know Me:						
Section 1: Interest Inventories (p.5)						
Section 2: Introducing Work Issues (p. 13)						
- Job Preferences Surveys	pgs. 15-16		pgs. 15-16			
- What Can I Do?	pgs. 17-25		pgs. 17-25			
- Student Mini-Research Project	pgs. 27-28		pgs. 27-28			
- Pick Your Can	pgs. 29-30		pgs. 29-30			
- Some Possible First Jobs	pg. 31		pg. 31			
- The Categories Game	pg. 32		pg. 32			
- Good Choices for Them	pgs. 35-38		pgs. 35-38			
- The Values Auction	pg. 39		pg. 39			
- Roleplaying a Career Reunion	pg. 42					
- Fantasy Jobs	pgs. 43-44					
- First Impressions	pg. 45					

- Creating a Career Shield	pgs. 46-47					
- Job Wheels	pgs. 48-49		pgs. 48-49			
- Creating Connections	pgs. 50-57		pgs. 50-57			
- Setting My Own Goals	pgs. 58-59		pgs. 58-59			
Section 3: Putting the Pieces in Place (pg. 61)						
- Health Forms	pgs. 76-77		pgs. 76-77			
Chapter 2: Coping Skills and Positive Self Esteem						
Section 1: Positive Self (p. 81)						
Section 2: Understanding Stress (pg. 91)						
- What's the Best Way?	pg. 102		pg. 102			
Ch 3: Goal-Setting and Time Management						
Section 1: Time Management and Planning (pg. 107)						
- Setting My Own Goals	pgs. 124-128		pgs. 124-128			
- Contracts Are Cool	pgs. 130-141		pgs. 130-141			

Standard Arena: Economics Connections Unit, Chapters, Sections, and Exercises ***UNIT 2: Here's How It's Done***	Standard #1 Students understand that because of the condition of scarcity, decisions must be made about the use of resources	Standard #2 Students understand how different economic systems impact decisions about the use of resources and the production and distribution of goods and services	Standard #3 Students understand the results of trade, exchange and interdependence among individuals, households, businesses, governments and societies			
Ch 1: Career Awareness						
Section 1: Why Do We Work? (pg. 147)						
- Off to Work			pg. 149			
- Work Awareness List	pg. 151		pg. 151			
- Volunteerism			pg. 152			
- There's a reason why...	pg. 152		pg. 152			
- For More than the Money	pg. 153	pg.153	pg.153			
Section 2: Exploring Career Options (pg. 155)						
- Who is This Person?		pg. 156	pg. 156			
- Picture Card Games			pg. 157			
- The Unusual in Really Quite Usual	pg.158		pg. 158			
- Job Clusters	pg. 161					
- Career Packets	pg. 163		pg. 163			
- Career Collage	pg. 164		pg. 164			
- Career Association Game						
- The Who's Who Interview	pgs. 166-167		pgs. 166-167			
- Career Satellites	pgs. 168-169		pgs. 168-169			

- Self-Portrait	pg. 170		pg. 170			
- Career Awareness Jeopardy	pgs. 171-172					
Section 3: Simple Interaction Skills (pg. 177)						
- I'm Sorry			pg. 181			
- How Would You Respond?			pg. 182			
- Etiquette on the Job			pg. 183			
Section 4: Verbal and Non-verbal Behavior (pg. 185)						
- Employment Questions	pg. 198		pg. 198			
- The School-Work Connection	pg. 199		pg. 199			
Section 5: Equal Opportunity (pg. 201)						
- The Most Likely...	pg. 203		pg. 203			
Section 6: Problem-solving and Conflict Mediation (pg. 219)						
- What to do?	pgs. 220-221					
- Facing Choices	pg. 220					
- Walk in Another Pair of Shoes	pgs. 227-228		pgs. 227-228			
Ch 3: Exploring Community Partnerships						
Section 1: Building Community Service pg. 237						
- Family and Community Service			pg. 238			
- Mini-community Activities	pgs. 239-241		pgs. 239-241			
- Gift of Service Coupon	pg. 239		pg. 239			
- Making It Real	pg. 242	pg. 242	pg. 242			
Section 2: Let's Ask a Guest (pg. 243)						
- Interviewing Options	pgs. 254-258		pgs. 254-258			

- Tools of the Trade			pg. 259			
Section 3: Field Trips (pg. 261)						
- Riding the Bus	pg. 274					
- Activities to Prepare for Field Trips	pg. 275					
- All Kinds of Cards		pg. 277				
Section 4: Job Shadowing Experiences (pg. 281)						
- Job Shadowing Report			pgs. 290-291			
- A Special Project	pgs. 291-293	pgs. 291-293	pgs. 291-293			
Section 5: Student Entrepreneurship (pg. 295)						
- Teacher Preface	pgs. 296-301	pgs. 296-301	pgs. 296-301			
- Invent a Product	pg. 304	pg. 304	pg. 304			
- Design A Box		pg. 305				
- Juice and Cookie Sale	pg.306	pg. 306	pg. 306			
- The Career Carnival	pg. 307	pg. 307	pg. 307			

Standard Arena: Economics Connections Unit, Chapters, Sections, and Exercises *UNIT 3: Let's Get Literate*	Standard #1 Students understand that because of the condition of scarcity, decisions must be made about the use of resources	Standard #2 Students understand how different economic systems impact decisions about the use of resources and the production and distribution of goods and services	Standard #3 Students understand the results of trade, exchange and interdependence among individuals, households, businesses, governments and societies			
Ch 1: Life Skills Reading						
Section 1: Everyday Reading (pg. 313)						
- Eating Out Can Be Educational	pg. 317		pg. 317			
Section 2: Reading Labels and Ads (pg. 321)						
- The Breakfast Cereal Box	pgs. 322-323					
- Share the Fun with Kidread	pg. 324					
Section 3: Following Directions (pg. 329)						
Section 4: Looking Up Information (pg. 337)						
- Let Your Fingers do the Walking	pg. 343		pg. 343			
- Exploring Classified Ads	pg. 347					
Ch 2: Life Writing Skills						
Section 1: Letter Writing (pg. 351)						
Section 2: Notetaking for Life (pg. 363)						
- Our Town		pgs. 374, 377				

Section 3: Student Information Forms pg. 379						
Ch 3 Life Skills Math						
Section 1: General Math Concepts (pg. 391)						
- The Purpose of Numbers	pg. 392		pg. 392			
- Why Take More Math?	pgs. 393-394		pgs. 393-394			
- Vocabulary for Math	pgs. 393, 395-397	pgs. 393, 395-397	pgs. 393, 395-397			
Section 2: Daily Living Expenses and Money Management (pg. 399)						
- What's Your Guess?	pg. 402					
- How Did You Spend...	pg. 403	pg. 403	pg. 403			
- Goods and Services	pg. 404	pg. 404	pg. 404			
- The Buying Game	pg. 406	pg. 406	pg. 406			
- Planning Ahead	pgs. 407-408	pgs. 407-408	pgs. 407-408			
- A Fun Experiment	pgs. 417-422	pgs. 417-422	pgs. 417-422			
- Divide and Decide	pgs. 423-425					
- Can We Afford to Eat Out?	pgs. 423, 426					
- This is Real Life!	pg. 427	pg. 427	pg. 427			
Section 3: Banking and Investing in the Future (pg. 429)						
- Why Should I Save?	pg. 430	pg. 430	pg. 430			
- Saving for What You Want	pgs. 431-433		pgs. 431-433			
- Money Business	pgs 431, 434-435	pgs 431, 434-435	pgs 431, 434-435			
- Learning About Checkbooks	pgs. 436-437	pgs. 436-437	pgs. 436-437			
- Wall Street	pg. 438	pg. 438	pg. 438			
Section 4: Comparison Shopping (pg. 439)						
- Hunt and Find	pgs. 440-441					
- Creative Couponing	pg. 440	pg. 440	pg. 440			
- Come to a Pizza Party	pgs. 442-444	pgs. 442-444	pgs. 442-444			
- Riding High	pgs. 445-446					
- Let's Pretend	pgs. 447-448	pgs. 447-448	pgs. 447-448			

- Figure the Percent	pgs. 442, 449	pgs. 442, 449	pgs. 442, 449			
- Let's Go Shopping	pgs. 450-453	pgs. 450-453	pgs. 450-453			
- Classified Advertising	pgs. 454-455	pgs. 454-455	pgs. 454-455			
- Shopping by Mail	pgs. 456-457		pgs. 456-457			
Section 4: Measurement (pg. 459)						
- Control Your Own Time	pgs. 470-471					